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ABSTRACT

This report covers progress in a Comprehensive Teacher Training Project (CTTP) from its inception in 1987 to 1992 including background, current status, problems and solutions, upcoming internal evaluation, future events, and feedback on the project. CTTP, a project of the Organization for Cooperation in Overseas Development, a Canadian-based organization, is designed to increase significantly the knowledge and skills of untrained elementary school teachers in the West Indies in English language, mathematics, social studies, and integrated science, with a view to preparing these individuals to enter the teacher training programs there. Rising populations, economic cutbacks, stronger regionalism, and more strictly enforced entrance requirements to local teacher colleges and universities have all generated the need for academic upgrading and development of pedagogical skills for untrained teachers. Phase I of the CTTP was designed for curriculum development and field testing. Section 1 outlines the background of the development of the CTTP. Section 2 outlines training for participants. Section 3 examines the past and present role of the Regional Office in the CTTP. Section 4 provides a production update for all four courses offered by the CTTP. Section 5 addresses the development of the field-testing process. Section 6 looks at the future of the CTTP. Section 7 concludes with recommendations for the balance of Phase I and proposals for Phase II. Includes a glossary, 16 tables, and a list of 25 appendixes (which are not included). (JB)

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ORGANIZATION FOR CO-OPERATION IN OVERSEAS DEVELOPMENT
ST. LUCIA REGIONAL OFFICE
CASTRIES, ST. LUCIA , WEST INDIES

REPORT ON THE

COMPREHENSIVE TEACHER TRAINING PROJECT

TO

THE OCOD BOARD OF DIRECTORS

Winnipeg, Manitoba

February 22, 1992

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Prepared by:
Ms H. Buckley
OCOD-CTTP Project Coordinator
St. Lucia, West Indies

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Ms Helen Buckley, CTTP Project Co-ordinator

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4. The Comprehensive Teacher Training Program (brochure)
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6. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency RE: Project # 010920 - S 22568 15 November 1990
7. OCOD-CTTP Test Evaluation Report, by Dr. Leonard Shorey, 1991
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9. OCOD-CTTP INTEGRATED SCIENCE - SCHOOL BASED ASSESSMENT MARKER / TUTOR HANDBOOK
10. OCOD-CTTP OFFICE MANUAL, by Gene Walters 1992

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GLOSSARY

AU	Athabasca University
AUCC	Association of Universities and Colleges of Canada
BWIA	British West Indian Airways
CARNEID	Caribbean Network for Educational and Innovative Development
CBC	Canadian Broadcasting System
CIDA	Canadian International Development Agency
CODE	Canadian Organization for Development through Education
COL	Commonwealth of Learning
CTAP	Canadian Technical Assistance Programme
CTTP	Comprehensive Teacher Training Project
CXC	Caribbean Examination Council
DTP	Desk-top publishing
ICDS	OCOD's funding wing of CIDA
INFOTECH	Technical Training College in Winnipeg
MICROSOFT WORKS	A user-friendly computer software programme
NIC	North Island College
OU	Open University
PUBLISH-IT	A desk-top publishing computer software programme
RO	Regional Office
SALCC	Sir Arthur Lewis Community College
SCET	Scottish Council for Educational Technology
UBC	University of British Columbia
U OF M	University of Manitoba
UW	University of Wisconsin
UWI	University of the West Indies
VENTURA	A desk-top publishing computer software programme

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EXECUTIVE SUMMARY

This seven-section report covers progress in OCOD's Comprehensive Teacher Education Project from its inception in November, 1987 until January 31, 1992. The intentions are to:

- provide background information
- provide an up-to-date report on the project
- identify past and present problem areas and possible solutions
- provide guidelines for the up-coming internal evaluation of the project
- discuss events envisaged to take place in the project between January 31, 1992 and the end of Phase I March, 1993
- provide feedback from people in the region interested in Phase II of the project.

Section I outlines the background to the development of the CTTP in relation to the establishment of an OCOD Regional Office and the recruitment of professional and technical staff.

Section II outlines the training that took place for Writers, Content Editors and Team Leaders, Word Processors and other Office Staff, Country Coordinators, Marker/Tutors and the Learners themselves.

Section III examines the past and present role of the Regional Office in the CTTP. This section deals primarily with administrative structures, personnel, finances and the reporting system.

Section IV, entitled Module Production and the Dissemination Process, provides a production update for all four courses, samples illustrating each stage of the process, comments on formatting, copyright, dissemination to Learners and how problems encountered were rectified.

Section V addresses the development of the field-testing process. It focuses on the Learners and addresses: recruitment, characteristics, progress, registration for CXC exams, supports, feedback and problem areas.

Section VI looks at the future of the CTTP. It examines what is needed for the completion of Phase I, (i.e., the Curriculum Development and Field-Testing Phase) by April 1, 1993. It also discusses ideas and reports on feedback regarding Phase II - i.e, the Implementation Phase.

Section VII concludes the report with recommendations for the immediate future of Phase 1 and proposals for Phase II.

SECTION I: INTRODUCTION AND BACKGROUND

1.0 During its twenty-year history in the Caribbean, OCOD has always attempted to react to requests from host country governments in assisting them to meet the in-service and pre-service training needs of their teachers. This has been done in a well-planned, professional, collaborative and cooperative way. The OCOD Summer Workshops, the Advanced Regional Programme, the Dominica Long Team Project, Dissemination of the Trent University Scholarships and the Establishment of a Regional Office all attest to this fact.

1.1 The Eddy Report (December, 1984), the Binda Report (August, 1986), the Etherington/Issac Report (January, 1987) discussed concerns and issues related to teacher education in the region. The results of discussions held at an OCOD Think Tank in Jamaica (1986) also considered OCOD's future role in educational development in the Caribbean. Rising populations, economic cutbacks, stronger regionalism and more strictly enforced entrance requirements to local Teachers' Colleges and the University of the West Indies all pointed to the need for academic upgrading as well as the development of pedagogical skills, especially for untrained teachers. Results from various evaluations conducted by OCOD and CIDA suggested that, while a two-week workshop for beginning teachers emphasized pedagogical skills was appreciated by neophyte teachers, they would never be able to raise their status, pay and establish pension rights within the profession unless they were trained at a Teachers' College. They are now unable to gain entry into these colleges unless they have the newly required entry qualifications based on results from examinations conducted by the Caribbean Examinations Council (CXC) or G.C.E. - 'O' Levels conducted by the London or Cambridge examination boards.

1.2 While the thrust of the OCOD Summer Workshops is wider than the needs of untrained teachers, the numbers are so large as to suggest a separate OCOD project for this target group. Therefore, based on the Eddy Report, (1984), the Miller Report (October, 1987), the Salasan Report (October, 1988) and a special meeting of Ministers of Education organized by OCOD's Regional Office in St. Lucia in January, 1988, the Comprehensive Teacher Training Project (CTTP) was established.

1.3 As part of conceptualizing the project, the Executive Director and Chairman of the Board of OCOD appointed an Advisory Committee which worked on establishing conceptual, professional and administrative parameters of the project. The Regional Office/OCOD-CTTP Project Director, an OCOD Board representative for the project with a strong background in business administration and educational assessment, a former OCOD Tutor and consultant in counselling and an adult education and technical advisor in teacher, adult and distance education sat on this committee and advised the Executive Director. For example, the Rawling's Training Manual (1987) was written during this period. Although the funding for the project was held up for one year due to structural problems within OCOD itself, the committee continued to set the stage for the project. Establishment of the Regional Office, with various Caribbean Ministries of Education, Canadian government officials, West Indies regional bodies, international adult and distance education organisations and the recruitment of Writers all took place during this time.

1.4 After the Ministers' Conference in St. Lucia and with full support of the governments, the unions, CARNEID, CXC and UWI, it was decided to apply the Curriculum Development and Field-Testing Phase (Phase I) of the project to a small sample of untrained teachers from the Windward Islands who were most closely ready to enter their Teachers' Training Colleges. Subjects to be developed were: English Language, Mathematics, Social Studies and Integrated Science - the four core subjects of an elementary school curriculum. The first two are compulsory for entry into the Teachers' Training Colleges. CXC selected two content specialists in each of the four subject areas to be Module Drafters. Members of the Executive Director's Advisory Committee met with them in March/April, 1989 to draft the content of the courses for the Writers.

1.5 Between April, 1989 and August, 1989, OCOD in Canada, recruited a Project Coordinator and various specialist consultants and expanded the Executive Director's Advisory Committee to include a Board Member who was to assist in assessment. A Student Supports Consultant, Communications and Audio Supports Consultant, and a Distance Education Consultant were also contracted to assist the Project Coordinator in the training of Writers for the project.

1.6 In the region, all the CXC Module Drafters, excited by the challenge of the project, wished to stay on as Content Editors and/or Team Leaders to the project. Writers, who were originally interviewed the year before, were now ready to take up their assignment. However, in some cases, personnel of both groups had to drop out for various reasons (time commitments, overseas scholarships, etc.). New people were assigned by the Project Officer to take their places.

1.7 A summary outlining the CTTP is included in Table 01.

CTTP PHASE 1 - CURRICULUM DEVELOPMENT - FIELD TESTING PERIOD: 1989-1992	
Topic	Description
Countries	Dominica, St Lucia, St Vincent and the Grenadines
Learners	120 Unqualified Elementary - school teachers Nominated by their Ministries, Interviewed and selected by national advisory committees through OCOD
Subjects	English Language, Mathematics, Social Studies and Integrated Science CXC - 'O' Level
Delivery Strategies	Adult education/distance education principles advocated print-based, audio-supported distance education modules learner/marker-tutor ratio 12:1 telephone tutoring face-to-face sessions
Personnel	Curriculum Staff: Module drafters, editors, team leaders, consultants, writers Production staff: consultants, administration, proof- readers, word processors, illustrators, assemblers and distributors, audio team Field-Testing Staff: Country Coordinators, marker/tutors, consultants
Supporting Groups	Caribbean: CXC, UWI, Ministries of Education, Teachers' Colleges, SALCC, BWIA, CARNEID and others Canadian: Canadian High Commission, Barbados; CIDA, CODE, AUCC, U of M, UBC, NIC, AU, Fanshawe College, CBC - Winnipeg, various Manitoba School Divisions and others International: COL, SCET, OU, UW and others

Table 01: Outlining the CTTP

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SECTION II: TRAINING

2.0 Preamble

2.0(a) All of us who teach know that meticulous planning assists in the successful implementation of teaching once a positive learning environment has been created. OCOD's focus on planning has been applauded by many throughout the years. "Training while doing", therefore, has been a strong focus throughout the project. OCOD has maintained a Learner focus at all times as we know that if "development" is to take place it must first begin within the individual and spread outwards to the group, the profession, the society and the nation.

2.0(b) Because of this philosophy all Office Staff, Module Drafters, Writers, Country Coordinators, Marker/Tutors and Learners attended various workshops designed to assist them with their tasks for the duration of the project. By designing the project this way, it was envisaged that these people could then assist others upon potential expansion after the Curriculum Development and Field-Testing Phase was completed. Phase I will not only test the content, but also a dynamic process.

2.1 Regional Office Staff

2.1(a) Training programmes designed for Regional Staff have been conducted as outlined in Table 0.2 with the assistance of OCOD volunteers (Winnipeg), senior office personnel and one of the CTTP Maths Writers and a consultant.

DATE	PARTICIPANTS	FOCUS
July 1989	- four Word Processors - Office Manager - Accounts Clerk - OCOD CDN. Tutor	Word Processing using Micro Soft Works
Dec. '89	- Office Manager INFOTECH - Winnipeg	- Advanced Word Processing - other programmes in DeskTop Publishing
May 1990	- 3 Word Processors - Office Manager	- Formatting Module templates, signposts etc. - Introductory DeskTop-Publishing
July 1990	- 3 Word Processors - Office Manager - Secretary	- DeskTop Publishing
May - June 1990	4 Math rewriters	Using Ventura to format Math Modules
July 1991	- All Country Co-ordinators, Project Co-ordinator, Junior Office Staff	Introductory Micro Soft Works
July 1991	- 3 Word Processors - Office Manager - Secretary	Advanced Micro Soft Works upgrading programme
Nov. 1992	- Math Word Processor	Using Ventura on Math Modules

Table 02: Regional Office Staff Training

2.1(b) Hurdles Identified

1. Staff turnover since initial training
2. Power surges and power failures
3. Need to upgrade electricity supply units in an old building
4. Upgrade computer to enhance memory for more sophisticated software
5. Computer repair in the region inadequate
6. Continuous practice needed to maintain skill level.

2.2 Module Drafters' Workshop (March/April, 1989)

2.2(a) The Module Drafters' Workshop was held in a retreat setting in St. Lucia during a one-week period. At that time, eight CXC content specialists and the four members of the Executive Director's Advisory Committee (including the Executive Director) met to draft the content of the CXC courses into modules focusing on perceived characteristics of the untrained teacher target group.

2.2(b) Using the CXC syllabi, the ACCC Science modules already designed as curriculum guides for secondary school teachers in the region and various CXC textbooks, the drafters broke the course into modules, then lessons and end of module test topics. The scope and sequence varied. Whereas the Science and Social Studies were topical, the Maths and English were sequential. All were focused on the Learner who should be able to complete any lesson in one hour and spend no more than one week on a module. There should be no more than seven lessons to a module.

2.2(c) Various other topics related to curriculum planning, writer and distance adult education delivery procedures and student support were also discussed at this workshop. The Module Drafters gave valuable feedback to the project organisers who took the drafts back to Canada for photocopying and dissemination to the Module Drafters for vetting, prior to the First Writers' Workshop.

2.2(d) A sample of one page from one subject worked on at the Module Drafters' Workshop is included as Table 03.

Course: SOCIAL STUDIES Topic: Family Structure in the Caribbean	C. Aims and Objectives: Describe & compare different family forms in the Caribbean & explain the persistence and/or influence of ethnic patterns		D. Module #: 2 of 33 Time Predicted: 6 hrs.	
Content	F. Instructional Learning Objectives	G. Activities	H. Time	I. Equipment/Reference/ Books/Tapes/Manuals
Definition of family in terms of number of partners, place of residence & authority. 31/11/89	Arrive at a meaningful definition of the family and of a household	Synthesising different definitions of the family		See list of terms in syllabus
Definition of household. 30/11/89 ER FAMILY & HOUSEHOLD FORMS	Explain and list differences in family forms in the Caribbean	Analysis of family forms and marriage unions		
Differences in family forms in the Caribbean. 1/12/89 EP	Compare and contrast characteristics of different family forms in the Caribbean	Observe and record the characteristics of family forms in the community		
Examination of the single parent, common-law union, its advantages and disadvantages. 1/12/89	Explain with examples the influence of family patterns	List different forms of marriage		
Persistence/influence of various family patterns in the Caribbean. 1/12/89 ER	Explain different forms of marriage, e.g., polygamous, monogamous, etc.			
"Marriage" and its forms. 1/12/89 ER	Compare various forms of marriage using 'ethnicity' and religion			

Assessment Procedures for Formal Evaluation for this module:

17 18

Comments for Writers:

Table 01: Sample Page of a Module Produced at the Module Drafters' Workshop

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2.2(e) Hurdles Identified

1. As with writing processes, we underestimated the time it would take to fully complete this form. Some Writers, therefore, had more guidelines than others.

2. Some of the Module Drafters chose to be both Content Editors and Team Leaders. This worked out better as the content editing was heavier than anyone expected.

3. Changes in staff caused some problems later on at the Writers' Workshops.

4. Even though most Content Editors were published authors, we should have had a training session for Content Editors. The process we envisaged for editing did not work out.

5. In spite of the hurdles, this was a most valuable exercise. The skeleton needed to be built before the rest of the organs and flesh were added.

2.3 Writers

2.3(a) Training and support for Writers and re-Writers became an on-going process depending on quality, time, staff and finances. Table 04 represents a brief outline of the module writing exercise during the course of the project.

Date	Place	Participants	Focus
May-Aug '89	Winnipeg/the Caribbean	- all writers, team leaders, content editors, specialist consultants	-using distance education to orient the writers to distance education in general and their writing assignments in particular 3 mailing packages.
August '89	St. Lucia	-Writers Workshop#1 all writers, team leaders, content editors, all project specialist consultants, project co-ordinator.	setting the context -learner focus - racism, classism, sexism - reader friendly writing - writing for distance learners - setting the format - assessment . work allocations . writing and editing . revision . materials collection
Nov. '89	The Region	Communications consultants and individual writers	. Reader friendly writing . Revisions
January '90	St. Lucia	Writers Workshop #2 all writers team leaders, content editors, project co-ordinator, assessment consultant.	. Assessment in Distance Education Materials . writing and editing . revisions
April '90	St. Lucia	Writers Workshop #3 all writers, team leaders, content editors, project co-ordinator, distance education consultant	. Wrap around writing . graphics and copyright . writing and editing . revisions
August '90	The Region	all writers and communications consultant	. initial writing . revisions . audio inclusions . identification of tape production resources
August '90 - January '92	The Region and Regional Office	- original writers whose work was incomplete - new re-writers hired as needed.	. executive director, project co-ordinator and country coordinators trained and supervised new professional staff as needed.

Table 04: The OCOD-CYP Writing Process

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2.3(b) Hurdles Identified

1. While Writers completed their initial drafts, only 19 of the original 26 Writers were with the project by April, 1991. Only 2 had completed their initial work allocations by the deadline date set for the beginning of the First Writers' Workshop in April, 1990.

2. Most people in the project expected to be able to meet together in July/August, 1990 to complete their wrap-around writing as a team. However, budget cutbacks to both the Summer Workshops and the CTTP forced the cancellation of both the tutor preparation in Canada and an evisaged Fourth Writers' Workshop in St. Lucia. The work by the remaining Writers was encouraged by the Communications Consultant and supervized by the Country Coordinators. It continued in various countries during the August, 1990 - August, 1991 period. The Executive Director, In-House Editor, Project Coordinator, the Content Editors, the remaining Writers, some newly contracted re-Writers and some volunteers from the regular summer programme all lent a hand to assist when asked by the Executive Director, Office Manager or Project Coordinator.

3. Too much was attempted at the First Writers' Workshop. The Second and Third Writers' Workshops, which focused on only one aspect of the process, were more successful. However, illness, absenteeism, a diminished writing team and those who had not met the initial deadline for completing all their drafts diminished the effectiveness of the Third Writers' Workshop. The pressure of deadline dates, lack of resources (especially in Social Studies) and a lack of attention to detail also contributed to the cancellation of a Fourth Writers' Workshop.

4. Changes in the administrative structure of the Regional Office, the backlog of work to be done on the initial drafts of the modules and the implemention of the Field-Testing Phase necessitated the assistance of personnel who would "clean-up", "beef-up", and even re-write poorly done work. Assistance was also sought from Mathematics personnel in St. Lucia who had both the computer skills as well as the math background to produce the math course.

5. The fact that most of the Content Editors were living outside St. Lucia and were committed to their regular jobs as well as this part-time consultancy also held module production back.

6. Electrical problems, computer malfunctions and the sheer volume of work in the Regional Office also compounded production problems. At one point, the office had a day crew, an evening crew and a night crew busy at the computers preparing modules for final review by the Content Editors before putting the work into the desk-top publishing programmes. Nonetheless, everyone working on the modules, in whatever capacity, did so with commitment, drive, conscientiousness and growing expertise.

2.4 Country Coordinator Training

2.4(a) Initial recruitment, interviews, selection and training of three Country Coordinators took place between February, 1990 and April, 1990. Contracts were signed, roles and responsibilities were discussed and both financial and professional reporting procedures were established. All three Country Coordinators attended these initial meetings during the Third Writers' Workshop so that they could get a "feel" of the project so far.

2.4(b) The professional orientation for Country Coordinators took place in Dominica in July, 1990 with the Student Supports Consultant and Project Coordinator. At that time, we discussed both the field-testing process as it was envisaged, and the Rawling's Student Supports Manual. We also shared experiences regarding the establishment of local offices and the recruitment of Learners. Planning both a Learner Orientation Workshop and a Regional Marker/Tutor Orientation also took place at the time.

2.4(c) The next time the Country Coordinators met was at the Regional Marker/Tutor Orientation held in St. Lucia in August, 1990. This was an important occasion for team building and establishing reporting procedures and rapport amongst field-testing staff. As in other workshops in OCOD, discussion focused on the Learner.

2.4(d) In July, 1991 the Marker/Tutors met again in St. Lucia for a course in computer record-keeping. This worthwhile exercise was gratefully appreciated as it will now be possible to keep up-to-date records and profiles of Learners and their problems as Phase I of the project enters the Evaluation Phase.

2.4(e) In August, 1991, the Country Coordinators met regionally again in St. Vincent with their Marker/Tutors, the Student Supports Consultant and the Country Coordinator. The purpose of this regional meeting was to discuss the events of the 1991 Learner Workshops, identify problems in the process evolved to date and begin ironing out the wrinkles.

2.4(f) It was with a great deal of sadness that the Country Coordinators returned to St. Lucia in September, 1991 to attend the memorial funeral service for the late Executive Director of OCOD.

2.4(g) **Identified Hurdles in Country Coordinator Training**

1. A turnover in staff with the resignation of the St. Lucia Country Coordinator caused some anxiety but this was quickly overcome.

2. The inability to practise newly acquired computer skills in July due to repair problems has set back the envisaged record-keeping and Learner feedback system. Perhaps the Office Manager could spend 2 or 3 days with each Coordinator on a refresher course between now and April, 1992.

3. The post of Country Coordinator in the CTTP is an invaluable one and should be continued. The workload, salary and contract was to be examined after one year. This was put off until all modules have been distributed, but should be looked at again in April, 1992 and beyond. All current three Country Coordinators are giving invaluable service and their contribution in the project should be encouraged after April 1, 1993.

2.5 Marker/Tutor Training Sessions

2.5(a) Marker/Tutors were recruited, interviewed and selected between February, 1990 and April, 1990. The Executive Director, Project Coordinator and Chief Education Officer from the Ministry of Education conducted the interviews in Dominica. In St. Lucia, a Content Editor, the Executive Director and the Project Coordinator interviewed the applicants. In St. Vincent, the Country Coordinator joined the team.

2.5(b) Because of the lack of suitable applicants for the post and the impending elections in Grenada, it was decided that the OCOD-CTTP modules would not be tested there at this time, but that Grenada would be invited to participate after Phase I has been completed.

2.5(c) To ensure uniform CXC standards, all the Marker/ Tutors recruited are experienced CXC markers. Their knowledge of and experience with the subject matter and the CXC system is gratefully acknowledged. Their empathy towards Adult Learners and growing counselling skills are also gratefully acknowledged.

2.5(d) Marker/Tutor Regional Meetings have been held twice since the inception of the projects: once in late August, 1990 in St. Lucia and again in late August, 1991 in St. Vincent. Topics at these Orientation Workshops, included the following:

- roles and responsibilities
- record-keeping and reporting procedures
- attitude formation and counselling Adult Learners
- tutoring and grading procedures for the modules
- drafting an initial Learner study booklet

The Marker/Tutors also spent some time reviewing the Rawling's manual especially such topics as managing time, space and stress, tenacity and effective study habits, goal setting and decision-making as well as attitudes towards racism, classism and sexism.

2.5(e) The Second Regional Meeting held in St. Vincent in 1991 examined the evolving process one year later. Topics under discussion were similar to the ones the year before, but much more in the "affective" domain as common hurdles and experiences were shared. Marker/Tutors discussed their evolving role in the CTTP process, the effectiveness of various forms, telephone tutoring and Learner counselling, face-to-face sessions, module production and revisions, school-based assessment for Integrated Science, cross-country standardization in marking and record-keeping, CXC registration procedures, updating the Learner handbook and the Learners themselves - their characteristics, supports, etc. Some Marker/Tutors even stayed an extra day to assist with End of Module Test profile points for the Maths course.

2.5(f) Hurdles Identified and Recommendations Given

1. The venue for the Regional Workshop provided a retreat-like setting but was not up to usual OCOD standards.

2. One new Country Coordinator and one new Marker/ Tutor from St. Lucia felt some anxiety because they had not been fully oriented into the programme. They were briefed, however, and the problem was overcome.

3. Module production and dissemination have been increased by the Regional Office to one module per subject per week so that Learners can finish their course in time to review for the CXC exams in June, 1992.

4. Face-to-face sessions must be held once a month as Learners are not as independent as we had hoped they would be.

5. Due to the late start of the project (February, 1990 rather than October, 1990), the Learners who need the extra time in Maths and English should be allowed to sit for the exams in January, 1993. Therefore, the Field-Testing Phase of the project was be extended by six months to March 31, 1993.

6. The extension being approved, we should recruit new Learners in Maths, English and Social Studies to keep the field number as close to 120 as possible. Only those Learners who have already sat their exams and received less than a General Grade 2 pass should be considered.

7. If possible, the Project Coordinator should visit face-to-face sessions in each country once per school term.

8. Audio tape production should wait until all the modules have been received by the Learners. Some Marker/Tutors saw their usefulness while others did not.

9. The problems mentioned were overcome and most of the recommendations were approved by the Executive Director.

2.6 Learner Training

2.6(a) Studying at a distance, and most often by oneself, is a new experience for most Learners in the project. Decision-making, goal-setting, planning, time management and pacing, record-keeping and providing written feedback are all somewhat difficult for the CTTP Learners.

2.6(b) Anticipating these problems in advance, OCOD-CTTP established two week-long face-to-face sessions in each country for the Learners. The first one was held in July, 1990, the second in August, 1991. While the focus for the first series of workshops was more on learning how to be an effective CTTP Learner, the focus for the second one was primarily academic up-grading relating to problems encountered with the modules. In the case of Integrated

Science, Learners spent at least 60% of their time completing school-based assessment experiments. The other 40% of the time was used by Mrs. Rawlings who continued to reinforce the importance of topics discussed the year before. She also spent a considerable amount of time involved in personal counselling of individual Learners referred to her by the Country Coordinators. Administrative matters were also dealt with at both workshops.

2.6(c) Face-to-face sessions continue to be an integral part of the CTTP delivery process. They are held once per month in all countries and respond to perceived Learner needs. While the Learners appreciate them and want more, the Marker/Tutors are concerned about creating dependencies which will jeopardize the independent learning at a distance thrust of the project. All Marker/Tutors submit written planning sheets of their face-to-face sessions to the Country Coordinators. These documents will prove helpful once the revisions process begins and the project expands during Phase II.

2.6(d) Hurdles Identified

- dependence of Learners on face-to-face sessions
- Learners finding the time to complete their work
- providing written Learner feedback to the project
- solving personal, family and financial problems
- poor attendance at face-to-face training sessions

SECTION III: THE ROLE OF THE REGIONAL OFFICE IN THE CTTP

3.1 Administration

3.1(a) Inception

The OCOD Regional Office was established in November, 1987, as a result of the Etherington/Isaac Report conducted in June of that year. The Regional Office Annual Report for 1988 highlights activities for the year including hiring staff, setting up an office, ordering supplies and equipment, obtaining two vehicles, establishing training programmes for office staff, etc. It was also during this time that the leg work was done to establish the CTTP.

3.1(b) The Miller Report

Dr. Errol Miller conducted his feasibility study for the project by visiting four OECS countries and conducting interviews with Ministers of Government, Principals and staff of Teachers' Colleges, teachers of CXC subjects in English, Mathematics, Social Studies, Biology and Integrated Science, unqualified teachers, in primary and all age schools, Teachers' College students and CXC and UWI officials.

3.1(c) The Ministers' Conference

This conference was organised and conducted by the Regional Office in St. Lucia from January 24-27, 1988. The report of the Miller study was discussed by the 36 participants.

Present were Ministers of Education from St. Lucia, St. Vincent and the Grenadines, Dominica and Grenada and their advisors. Other delegates included principals of Teachers' Colleges, representatives of the teachers' union, and representatives of the regional institutions of OECS, UWI, CXC/ACCC/CIDA, and UN/CARNEID. The Executive Director, Regional Officer, and a Distance Education Consultant representing OCOD were also delegates at the meeting.

Emanating from the consultation was a high level of satisfaction with the Miller Report and its approach to the project. The government officials agreed to most of the proposals as delineated in the submission. The Ministers gave a commitment to the recommendations agreed on and requested the least delay in its implementation.

3.1(d) Recruitment and Selection of Writers for CTTP

This activity was completed by the Executive Director, CTTP Board representative and the Regional Officer from March 28 to April 2, 1988.

3.1(e) CTTP Put on Hold

In May, 1988 future developments of the CTTP were placed in abeyance following a meeting with Mr. Claude Rainville, Senior Project Officer, Development Services Programme, I.C.D.S. (OCOD's wing of CIDA).

The Regional Office continued to function; OCOD's books and accounting system in Winnipeg were audited by government auditors and upgraded based on advice received by CIDA and the CUSO accountant in Ottawa. It was also during this period that the Salasan report was conducted, prepared and released by October, 1988. Funding for the CTTP officially began April 1, 1989.

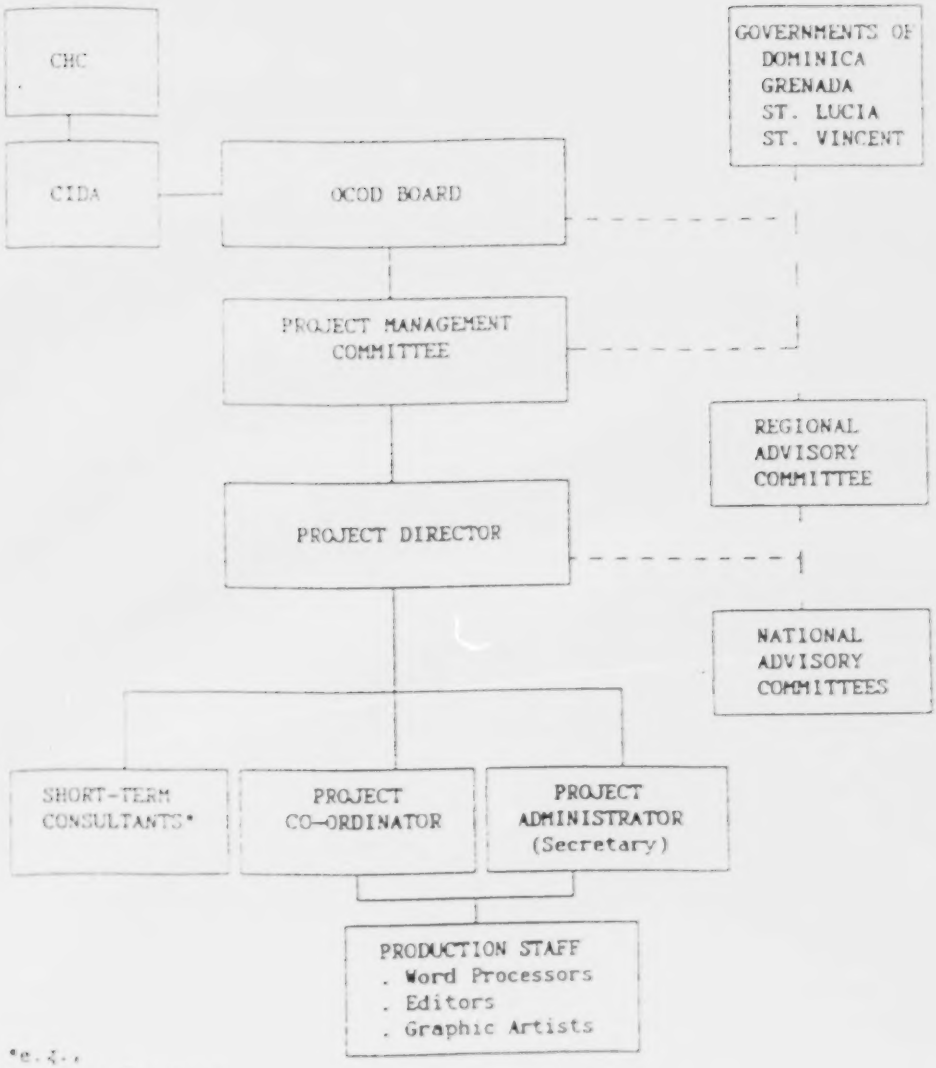
3.1(f) The Salasan Report

This independent report on the proposed plan of operation for the CTTP was prepared by Salasan Associates Inc. using Gantt Charts and other formats required by the Canadian government in report writing. With the full co-operation of OCOD and based on the Miller report, it proved very useful to the OCOD Executive Director and Chairman of the Board. Deviations from the original plan of operation have been reported to CIDA when the Executive Director submitted his quarterly and annual reports of OCOD activities to CIDA. From 1989, changes in the estimates regarding fees for Content Editors, Writers and CTAP-based regional housing allowances are a case in point.

3.2 CTTP Organisational and Reporting Structure

The initial organisational structure of OCOD as found in the Salasan report is included as Table 05.

October 1988 - November 1989



*e.g.,
Distance Teaching
Criterion-referenced Testing
Guidance and Counselling
Word Processing

Plan of Operation—October 1988

Table 05: CTTP Organizational Structure

3.2(a) This structure was changed in November, 1989 at a meeting of the Executive Director, Project Director and Project Coordinator. Changes in the structure included the eventual amalgamation of the Regional Management Committee and the Regional Advisory Committee as originally outlined in the Salasan report. It was decided that there would be no regional administrative conferences until there was something to meet about, i.e., the modules were out and Learner feedback from the Field-Test was in.

Another change in the structure was the establishment of a Country Coordinator's position originally in the Miller report, but omitted from the Salasan report. People in this post would liaise with and take advice from the National Advisory Committees. The Project Coordinator would be the immediate supervisor of the Country Coordinators and be an ex-offico member on all these National Advisory Committees.

3.2(b) When the Executive Director took up residence in St. Lucia in February, 1990 and the Regional Officer decided not to renew her three-year contract, he abolished the position of Project Director and took up the post of Regional Officer himself. This move also meant that there would be fewer meetings of the Regional Management Committee as the Executive Director and Chairman of the Board of the organisation was now on site. Table 06 outlines the second revision in the organisational structure of the CTTP.

Feb./1/90 - Sept./15/91

OCOD

COMPREHENSIVE TEACHER TRAINING PROJECT

(CTTP)

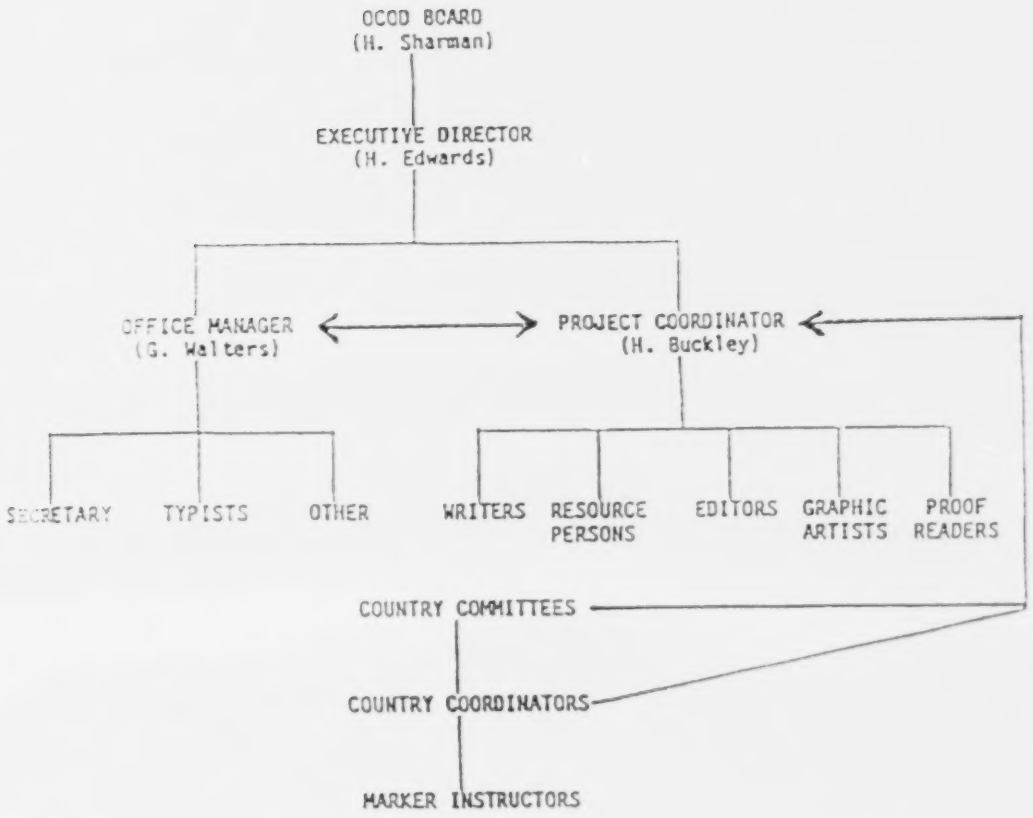


Table 2c: Revision to the Organizational Structure of the CTTP

The expanded roles of the former Project Administrator/Secretary and Project Coordinator were recognised. The Office Manager would now be in charge of administrative and financial matters regarding the CTTP and the Project Coordinator would continue to be involved with the professional and technical side of the project - especially the Field-Test. The Executive Director would handle liaison with outside agencies and governments and all three senior administrators would assist with module production.

3.2(c) This revised structure was meant to stay in place and the Regional Management Committee for the Regional Office was to meet more frequently to receive reports from the two senior officers upon the Executive Director's envisaged return to Canada. The Vice-Chairman of the Board and Board representative for the CTTP would then continue her liaison with the CTTP in the future.

3.2(d) After the death of the Executive Director, the Regional Office Manager presented the 1991 report on the Regional Office and the CTTP to the Annual General Meeting of OCOD in October, 1991. Between October and December, the Acting Executive Director and CTTP-OCOD Board representative and the CTTP Project Coordinator worked on the bi-annual report for CIDA and continued to advance the envisaged OCOD-CTTP timeline as discussed in the futures section of the fourth CTTP newsletter circulated throughout the region and in Canada in October. Although plans to meet during Christmas week had to be cancelled, we were prepared to begin discussing the future time lines of the project from January, 1992 until April, 1993 and to begin the research needed for writing the funding proposal for Phase II of the project.

The Regional Office Manager and Project Coordinator were pleased to receive information earlier in February, 1992 from the Chairman of the Board (appointed since the Executive Director's demise) regarding interim governance arrangements of OCOD and a clarification of the reporting structure now in place within the OCOD-CTTP project.

3.3 CTTP Personnel: Past and Present & Future

3.3(a) Preamble

The people involved with the CTTP have been mentioned in the first CTTP newsletter and subsequent annual reports to OCOD. There are over 100 employees who have been involved in the project in varying capacities so far. Some have been hired on a consulting basis, others on a volunteer basis, still others on a fee-for-service basis or as part-time or full-time staff. Some have received their payments from Canada, while others have come under the aegis of the Regional Office.

3.3(b) Professional and Technical Staff

Titles of various OCOD-CTTP professional and technical staff are as follows:

1. CXC Consultants
   - Module Drafter, Content Editors, Team Leaders

2. Writers and Re-Writers

3. Training Consultants
   - communication/audio supports
   - assessment
   - distance education
   - racism/classism/sexism/student supports
   - computer

4. Specialist Consultants
   - feasibility of project
   - readability of modules
   - legal (contracts)
   - copyright (seeking and establishing)
   - graphic and computer software in desk-top publishing
   - library establishment for reference material
   - management

5. Country Coordinators

6. Marker/Tutors

7. National Advisory Committee Members

3.3(c) Growth of Regional Office

When the Regional Office was first established, there was a Regional Officer, an Office Attendant and a part-time Accounts Clerk housed in two rooms at The Villa in Castries. An Office Manager was added to the Regional Staff in April, 1988.

In July, 1989, two Word Processors were hired to begin work on the CTTP. In August, 1989, the Project Coordinator began her job in the region. By this time, there were five rooms in the Regional Office. When the Executive Director first moved to St. Lucia, he worked out of his residence, but by April, 1990, he established his own office on the premises.

3.3(d) Changing Status of Staff Positions

From August, 1989 until February, 1990 various assistants were hired to help with evolving tasks of module production. Some of these positions became full time after the elimination of the Project Director's position.

3.3(e) Full-Time Staff

To date, there are 13 people who report for work each day at the OCOD offices. These include the Office Manager, Project Coordinator and In-House Editor, who is also the Country Coordinator for St. Lucia. There are also four Word Processors; three of whom work on desk-top publication of the modules using the Publish-It software program and one who uses Ventura for Maths. We also have a staff person in charge of module production processing and graphics as well as members involved with the photocopying and distribution of the modules. There is a Receptionist/Secretary located in the first office and a Copyright Editor, who also assists the Project Coordinator with feedback from the field. The remaining staff person is the Office Attendant and Driver, a position vital to the smooth running of establishments in the Caribbean.

3.3(f) Part-Time Staff

During the life of the project, many part-time staff have helped in various ways. Photocopiers for work produced at Writers' Workshops, part-time Graphic Artists, Word Processors working on an evening shift, the Canadian OCOD Office Staff in July/August over two summers and a night crew of Mathematicians and Word Processors have all worked at the computers to assist with module production.

3.3(g) Even a Canadian Librarian asked to organise a Regional Library for the CTTP was pressed into service as a technical illustrator, when her artistic talents were discovered. Of course, the services of the full-time and part-time staff, Country Co-ordinators and Marker/Tutors are also gratefully acknowledged.

Appendix 1 lists the names, job descriptions, salaries and other pertinent information of all OCOD-CTTP full-time and part-time staff. The annual Regional Office reports and four CTTP newsletters are also valuable sources of information which others might use when attempting to establish a distance education, print-based production unit.

3.3(h) **Expenses**

1. In 1988, at CIDA's request, a new record-keeping and accounting procedure for both OCOD offices was established. Frequent audits by internationally established accounting firms were conducted and the organisation's Executive Director reconciled various budget items from both the Summer Workshop Programmes and the CTTP. He was assisted by both his St. Lucian and Canadian Office Managers with input from Dr. Sharman.

2. In February, 1990, with the guidance of Mr. George Theophilus - a founding member of the organisation, Designated Member and Committee Member of the Regional Office Management Committee - an internal audit of the Regional Office was conducted. Mrs. Roanna Hephurn, an experienced executive assistant and office manager at Winnipeg Education Centre/University of Manitoba, was asked to conduct this service as she had done such a fine job in assisting OCOD update its accounting procedures and do reconciliations between the Dominica Long Term Project and the regular Summer Workshops. Her report was gratefully received and acted upon by the Executive Director.

3. Accounting procedures and records of the expenditures are meticulously kept in Regional Office using the same codes as in Canada. The Office Manager in St. Lucia liaises regularly with her colleague in Canada.

4. Attached as **Appendix 2** is a record of expenses of the Regional Office in general and the CTTP in particular from April 1, 1991 until January 31, 1992. How these figures have been reconciled depends on accounting procedures and the organisational structure now used at the Head Office in Winnipeg.

3.3(i) **The Regional Management Committee**

The Regional Management Committee has met twice since September, 1991. The first time was to assist the Office Manager in handling the emergency procedures resulting from the Executive Director's death in St. Lucia and the second time was on February 7, 1992 to discuss the future of the CTTP and the Regional Office. Minutes of both meetings and a letter to the OCOD Board of Directors for their February 22, 1992 meeting are attached as **Appendix 3** to this report.

3.3(j) **Hurdles Identified and Areas of Concern**

1. That someone knowledgeable and experienced in business administration, international organisational structure and politics and who has a working knowledge of the CTTP be available to guide this worthwhile project to 1996 especially now that the former Project Director and Executive Director are no longer with the project.

2. That problems encountered with the governance of OCOD since October, 1991 be resolved within the Constitutional structure and By-Laws of the organisation with input from the region in which OCOD serves.

3. That the Regional Management Committee play a greater role in setting the terms of reference for the impending internal evaluation for the CTTP, preparing the funding submission for Phase II of the project to CIDA and liaising with the regional founding bodies of the CTTP (Ministers of Education, CXC, OECS, UWI, UN/CARNEID) CTAP, the CIDA Textbook Project COL, etc.).

4. That the full-time office staff continue their excellent work for OCOD after all the modules have been sent to the Learners. There is still much work to be done - monitoring the field process, revising the modules based on feedback received and working on audio-tape production and all that it entails.

SECTION IV: MODULE PRODUCTION AND DISSEMINATION PROCESS

4.1 Preamble and Problems

Getting print-based materials from the minds of Writers in the Caribbean to the minds of the Learners in our three, field-testing countries is no easy process! We have designed and redesigned at least four different tracking processes in module production as we faced countless hurdles along the way. Fluctuations of electrical current and power failures, the sheer volume of work, lack of attention to detail and initial record-keeping procedures, unfamiliarity with working as a cohesive and collaborative team and unmet deadlines all have caused concern and setbacks at various times.

Most of our Content Editors, who have had the final say in the content of the modules including the graphics, are busy professionals who do not live in St. Lucia. Getting the modules safely to them and back again after the Third Writers' Workshop proved difficult and time-consuming. What was originally conceptualized as two distinct and separate sequential processes for Phase I, the Curriculum Development and then the Field-Testing Phase, in fact, became concurrent as the project progressed.

No matter what the concerns, the problems were squarely faced and overcome with the assistance and cooperation of virtually all the people involved with the CTTP. The Office Staff have developed into a collaborative and cohesive team.

4.2

4.2(a) May, 1989 - Module Drafting Process

1. Table 07 illustrates the original design for the production of CTTP modules, conceptualized prior to the First Writers' Workshop in 1989 and based on advice gleaned from the distance education course developers in England, Scotland, the United States and Canada. By the time we reached stage 3, we realized that stages 4, 5 and 6 had to become sequential so we focused on various themes at the Second and Third Writers' Workshops mentioned earlier in this report. See Table 07.

2. If we continue to look at this plan, we see that steps 7 to 10 are still in process. Most Content Editors have finished with step 7 and it is unrealistic at this stage to incorporate test findings from the Field Test because the Learners will continue to be studying their modules at least until the end of May, 1992.

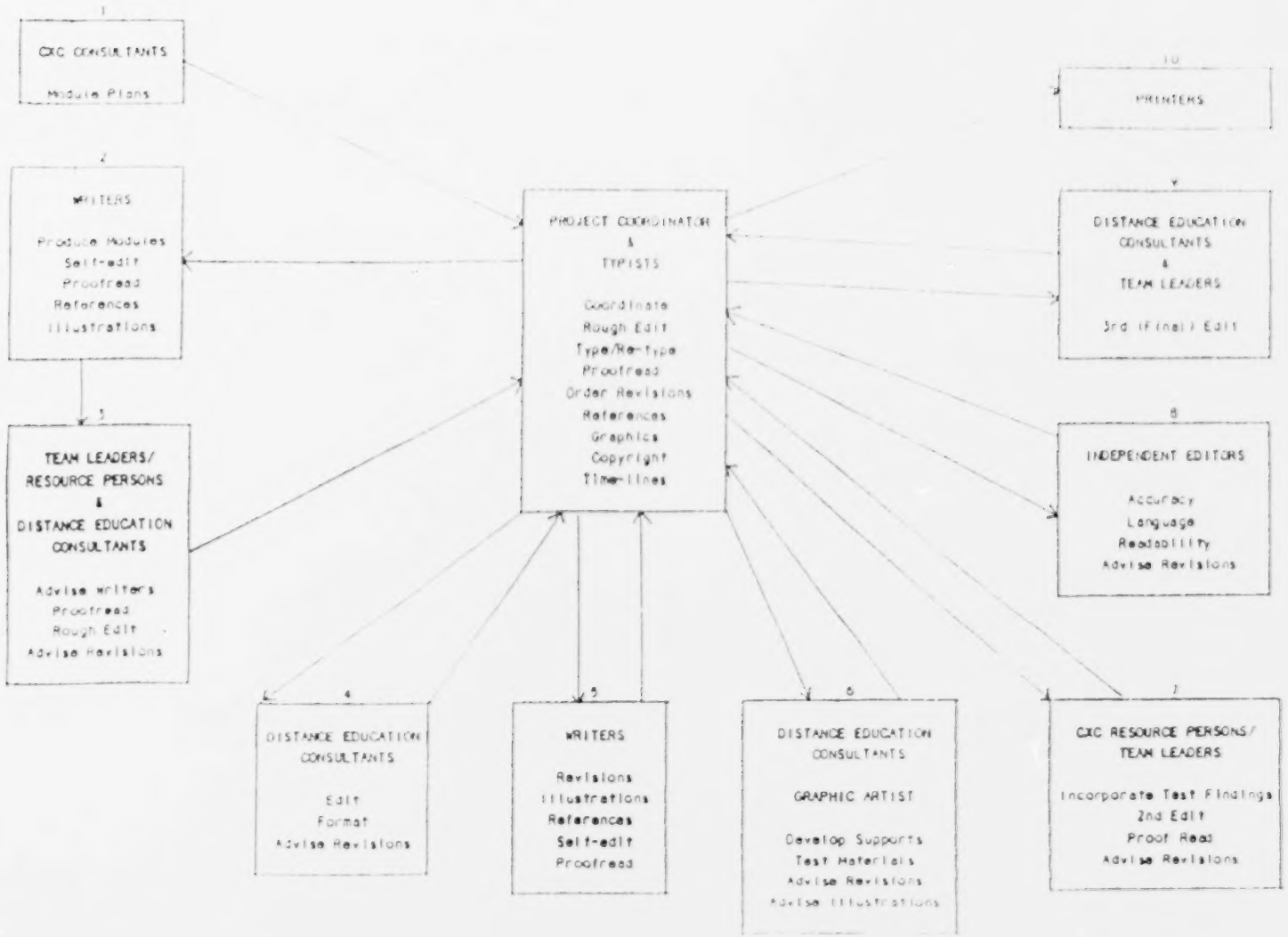


Table 07: Steps in the Module Drafting Process - May, 1989

BEST COPY AVAILABLE

3. Looking at the whole course for scope and sequence, accuracy and language should be the job of independent editors (step 8), whose names have already been mentioned but who have not been approached due to current budget restraints. It is foreseen that step 9 becomes the focus for a final workshop envisaged to be held in October - November, 1992 after the internal evaluation, costing of the courses, CXC exam results and completed feedback from the Learners, Marker/Tutors, Country Coordinators and independent consultants have been received.

4. Office Staff can work on most revisions regarding word processing, formatting, etc. but major changes due to copyright problems, Learner difficulties or unclear writing must be done by the CXC consultants.

5. Step 10, the printing process, can then take place when we know if and how to expand the project to its implementation phase.

4.2(b) Table 08: August, 1990 - Distance Education Course Production

1. Table 08 was used to explain the production process to people in the field beginning with the Country Coordinator, National Advisory Committees, Ministry Officials and Learners. It was particularly helpful for explaining to the Learners how interdependent the production process of modules is, especially as they were ready to begin in October, 1990 and we were unable to get the first set of five modules out to them until February/March, 1991. See Table 08 attached.

2. This scheme was obtained by our Distance Education Consultant presentation at the Canadian Association for Distance Education Conference held in Montreal in May, 1990 and used at the Alberta Correspondence School. It fails to show rewrites which became a big part of the CTTP production process. Also, what appears to be done by them with full-time staff, we have been doing with part-time staff, volunteers and young workers training on the job. Other differences include the fact that at this stage, we are photocopying our material rather than printing and binding it. The way that it is sent from the Regional Office to the Country Coordinators, Marker/Tutors and Learners is also unique to the Caribbean!

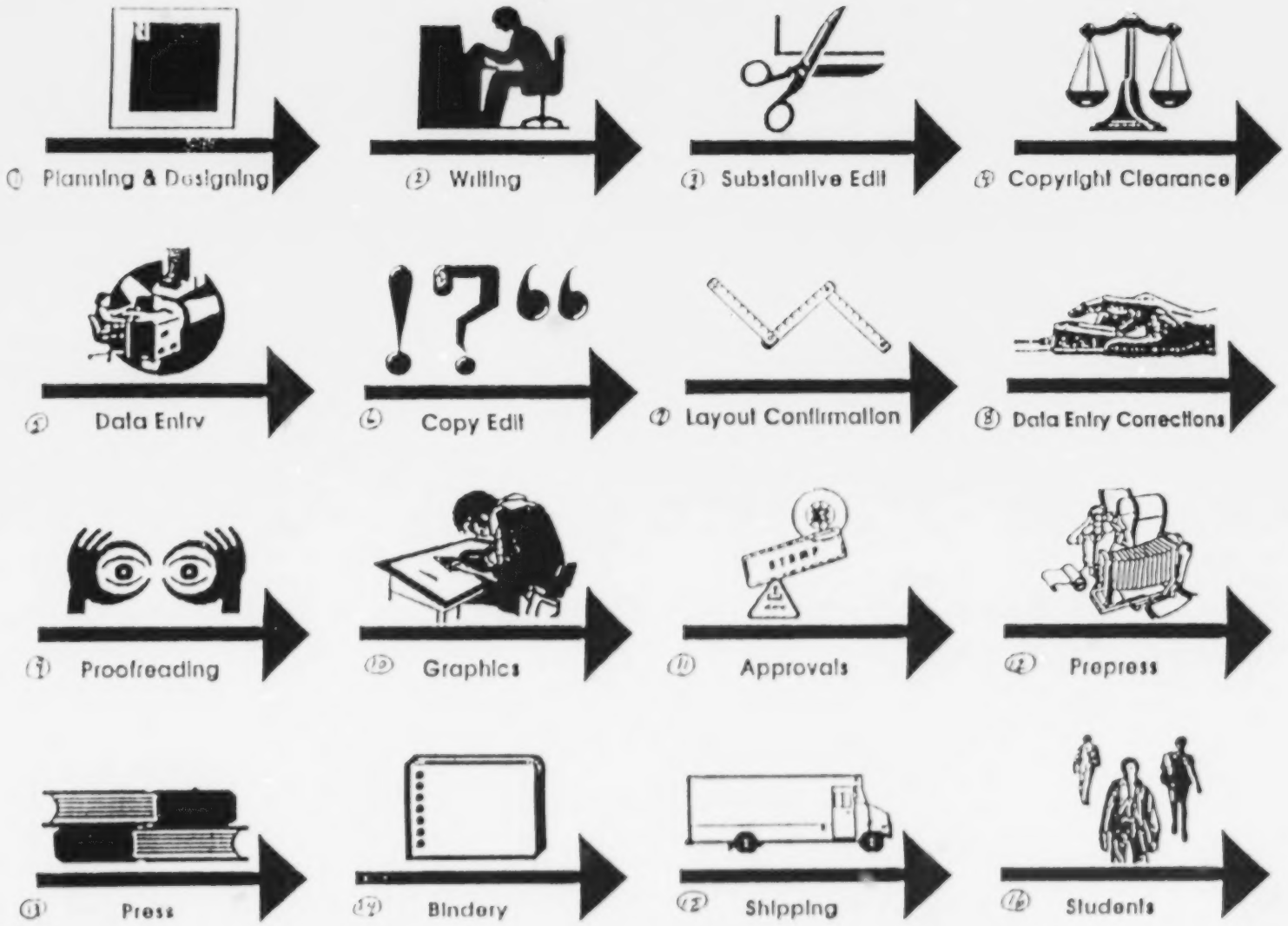


Table 08: Course Production Processes Used at a Distance Education Institution

4.3 Tracking a Piece of Writing through the Process

4.3(a) Once we divided up the production of the modules into thirds, and we realized all the processes that a piece of writing must go through and, maintaining the Learner focus at all times, the module production process became easier for all concerned. At one stage we even decided that an employee had to sign out a module in order to take it to their work station as they seemed to "sprout wings and fly" just when needed!

4.3(b) **Appendix IV** illustrates the production process of one page of an English module which was received in the Regional Office on September 19, 1989 and was sent to the Country Coordinators for distribution to the Learners on February 12, 1991.

From the time that Millicent's letter was first written for use in EN-05-01 (pages 1-4), the Content Editor in Jamaica would have seen the entire lesson and suggested revisions to the Writer from Dominica perhaps twice.

As it happened, much of this module was re-written and one can see the Content Editor's initial marks on the typed copy (page 5) and the addition of the checkpoint and the In-House Editor's corrections on the second typed copy. Notice, too, the differences in print between page 5 (first typed draft) and pages 6 and 7 (re-written draft). Notice, also, the inclusion of an illustration to break up the text. This would be how the Content Editor would see the module for final edit.

Page 8 shows what Millicent's letter looks like in the desk-top publishing programme. Notice that the Word Processor has to estimate where and how to put the graphic.

Pages 9-10 show the "finished" product as it appears from the Laser printer in Module 5, Lesson 01, Checkpoint Question 1. Now we just have to wait for Learner and Country Coordinator feedback to see if our Learners experienced any difficulty. Probably not, as this is an amusing and typical scenario in many areas of the Caribbean.

4.4 Module Production Update to February, 1992

Table 09 illustrates module production in the Regional Office as of February 6, 1992. See Table 09.

As can be seen from the Table, 100% of the modules have been distributed to English Learners, 60% to Maths Learners, almost 70% to Social Studies Learners and 84% to Integrated Science untrained teachers. This compares to 70%, 40%, 42% and 47%, respectively, in the last reporting period in October, 1991. We expect to have all modules distributed to the Learners by the end of March, 1992. We have kept ahead of all the fastest Learners in the Field Test.

4.5 Module Production Record for the CTTP Courses

Appendix V illustrates the most recent updated module production progress report up to the end of January, 1992. It records the number of the module, who typed the initial draft, when it was checked by the In-House Editor (code 1), when it was sent to the Content Editor with the graphics attached and when it was returned by the Content Editor for correction (code 2), who corrected it and when (code 3), which Word Processor entered the corrected version into the desk-top publishing programmes (code 4) and the fact that it had been distributed to the Country Coordinators after having been checked a final time by the Proofreader. This chart leaves out the pasting of the graphics into the desk-top published version before final vetting by the In-House Editor. The asterisks indicate that some dates were not recorded either on the original by the Writer or Content Editor or on the wall charts in the word processing room. Obtaining all the information from the files and using a computer data base to record and store the information was aptly done by one of the OCOD-CTTP data processors.

4.6 Module Dissemination Record for CTTP Courses

4.6(a) Appendix VI records the dates that all modules left the Regional Office for Dominica or St. Vincent or were given to the Country Coordinator in St. Lucia for dissemination. It is self-explanatory.

What is worthy of note, however, is how cooperative the airlines staff have been at Vigie Airport. Air Martinique, Nature Island Airlines and even LIAT have been known to take packages free of cost if we alert the Country Coordinator to pick them up upon arrival. The airlines also appreciate what OCOD is attempting to do for the untrained teachers and hence their pupils.

MODULE PRODUCTION -

FEBRUARY 6, 1992

SUBJECT	CODE				TOT.
	1	2	3	4	
ENGLISH	0	0	0	23	23
MATHS	3	1	8	18	30
S/STUDIES	2	0	8	23	33
I/SCIENCE	0	6	1	31	38
TOTALS	5	7	17	95	124

Code 1: Rewrites, wrap-around writing etc.

Code 2: Being content edited

Code 3: In production-final desktop publication and graphics

Code 4: Distributed to country co-ordinators, marker/tutors and learners.

Module Distribution by % as of February 1992

English = 100%

Maths = 60%

I/Science = 82%

S/Studies = 70%

Table 09: OCOD-CTTP Module Production

4.6(b) Many business people, government employees from other Ministries or friends of OCOD are often willing to take packages for us as hand luggage if they are travelling to Dominica, St. Vincent, Barbados, Jamaica or Trinidad on other business. This kind of support is gratefully appreciated and acknowledged as savings to our budget.

4.7 Formatting Handbook

4.7(a) As can be seen from **Appendix IV**, a lot of thought and painstaking attention to detail have gone into the production of the modules. While each course has its own unique characteristics, there are similarities in course design throughout the CTTP modules. A module introduction and summary, study tips, an objectives page, the same End of Module Test cover sheet, a marking scheme for Learners and answer keys showing CXC profile points are all design features intended to help the Learner.

4.7(b) No module should take a Learner more than 1 - 1½ weeks to complete. No lesson should take more than 1 - 1½ hours to complete. Each lesson and End of Module Test should be able to be completed in one sitting. There should be a self-assessment or checkpoint at the end of each lesson with sample answers. These are examples of many design decisions made at the beginning of the training and writing stage of the project.

4.7(c) How these decisions have been translated into the actual computer formatting for spacing, shading and inclusion of graphics are the topics of **Appendix VII.** This is the initial draft of a handbook currently in preparation by the senior Word Processor in the Regional Office. Using some eighteen samples, it is meant to act as a guide for other distance education production units in third world countries and will eventually be shared with other Commonwealth of Learning Institutions.

4.8 OCOD-CTTP Graphics Report: The Process and the Problems

Appendix VIII discusses how the Graphics Department in the CTTP project works and what some of the problems are. Using some 24 examples, it highlights both the strengths and weaknesses in the CTTP graphics and explains how some of the problems will be addressed during the revisions period of the remainder of Phase I of the project.

4.9 Copyright Report

4.9(a) The whole area of copyright has been a concern since the conceptualization of the project. It is an on-going concern especially now that OCOD-CTTP must copyright its own modules for use in countries which are still attempting to write consistent copyright policies for themselves.

4.9(b) Copyright permission is currently being sought for Phase II of the project still assuming that the modules will not be for sale. Nevertheless, seeking copyright permission is a time-consuming and detailed process as one is dealing with multi-national companies who place various restrictions on their different world markets.

4.9(c) A copyright report prepared by the CTTP Copyrights Editor is listed as **Appendix IX** to this report. It discusses the history of the job within the CTTP, the process used to request copyright, a progress report of information sent and responses received to date, the number of quotes and references used in the final version of the modules sent to date and problems encountered in the process. The Editor also mentions suggested solutions to the problems and provides the reader with various samples of correspondence sent and received.

4.9(d) This whole area of OCOD-CTTP production of modules will be of prime importance in the revisions stage as we may not be able to afford to use some of the material that the Writers have chosen. When costing the modules, we will have to include these expenses.

4.10 The Editing Process as Part of Module Production

4.10(a) **Subject Content Editors** - The Caribbean Examinations Council (CXC) sent high level CXC staff to assist with drafting the OCOD modules in 1989. These eight people decided to stay on and serve as Team Leaders and/or Content Editors.

1. **ENGLISH** - Unfortunately, one of the English Drafters had to decline his services as he was unable to leave his substantive post for the training sessions. The person who came in his place was a reading specialist who did a wonderful job as Team Leader of the writing team but never intended to edit the English modules. The Executive Director and In-House Editor both with a solid background in teaching English in the Caribbean, took on the task of re-writing, beefing up and doing the wrap-around writing for the English modules.

2. **SOCIAL STUDIES** - The two subject area specialists for Social Studies divided their tasks, one as the writing Team Leader, the other as Content Editor. When the Team Leader was finished his work, he recommended someone from CXC who could assist the Content Editor and this CXC subject specialist in Social Studies has given valuable assistance during the project as a re-Writer. As was mentioned earlier, many of the Social Studies Writers left the team and were unable to obtain current statistics on the many topics discussed in the modules. The re-Writer, much more familiar with the CXC syllabus, did a lot of editing as he updated the information during the re-writing process. The Content Editor continues to give valuable and dedicated service to the project often setting aside other work so that we can keep ahead of the Learners.

3. **MATHEMATICS** - Production of the Maths course has caused problems since the beginning as the initial drafts, typed often by people with a limited background in the subject, contained many typing errors and misplaced signs. This, in turn, caused delays in the editing process. The majority of Maths Writers, too, did not meet their initial deadlines of April, 1990, and because of their haste, much of the work had to be re-done.

The Team Leader was also unable to meet assigned deadlines as a Content Editor because of many other committments in his substantive post. This also caused delays and an extra burden on the remaining Content Editor.

In spite of all problems however, we have managed to purchase an upgraded computer software programme (Ventura) that contained the needed symbols for trigonometry, statistics and even elementary geometry, hire a re-writing team through the Sir Arthur Lewis Community College. All the re-Writers had background in both Maths and computer formatting. They have proceeded now that our computer memories have been updated to accommodate the new programmes. Hiring a full-time Formatter trained by the leader of the team, who was himself a CTTP Writer, facilitated the process. No sooner was he trained when he received a scholarship to study abroad. Nonetheless, the new Word Processor, hired in October, 1991, is working exceptionally well and production of the Maths modules can certainly be said to be a cohesive team effort by all part-time and volunteer people who have been involved in the process. The re-Writers are truly a night crew, coming into the office between 9:00 p.m. and 9:00 a.m. to use the computers.

Our Board representative and an OCOD Summer Workshop Maths Tutor have also given valuable service in editing and re-writing Maths modules. We expect the process will be completed by the end of March, 1992.

4. **INTEGRATED SCIENCE** - Initial drafts by the Integrated Science team were the most complete of all the courses in April, 1990 and most Writers were able to do their own wrap-around writing at the Third Workshop. The Content Editors most often have been diligent and thorough, although editing of the last six modules by one of the Editors has recently been rather slow. Receiving packages from Trinidad in the mail proved difficult and some courier services have been better than others. The main problems with the Science modules were related to the frequency and detail of the graphics, their appropriate captions and placing them inside the text. We are most certainly grateful to the Canadian volunteer who came to do the Library, but stayed and returned to do the Science graphics prior to editing by the Content Editors. We are also grateful to the Content Editors who did the re-writing themselves when something was not quite right. They, too, spent many over-time hours working on our modules.

4.11 SPECIAL EDITORS

4.11(a) Accuracy

1. As part of the module production process (Box 8 in Table 07), it was decided to send the modules upon completion to Content Editors not employed as CXC Markers but who would read the whole course for errors in content as well as for the flow of scope and sequence and give general comments to aid the revision process.

2. Potential people in the region were identified by the Executive Director in consultation with the Project Coordinator and the CXC Content Editors. We are now in an academic (if not financial) position to begin this process. Arrangements can be made by the Regional Office once we have the green light from Canada. The suggested time frame for this would be April/May, 1992. We are in a position to send out the English course at any time for study by an objective Content Editor.

4.11(b) Assessment

1. We are now in a position to begin looking at the way in which the objectives pages, End of Module Tests and perhaps even the checkpoints have been written and answered in all four courses. Feedback from an exercise such as this could prove valuable to the revisions process and a Revisions Workshop is envisaged to take place, perhaps in October/November, 1992, after results from the CXC examinations have been received and analyzed by Country Coordinators.

2. This task was done in a very meticulous way by a Regional Consultant in May-September, 1990 for some Integrated Science and Social Studies modules and the suggested revisions have been noted.

3. The Shorey Report, however, was premature, as the production of modules was very much in the initial draft stages at the time and the young Form IV students tested in the three countries were only able to help us with topics they had actually studied in their classrooms.

4. At this time an exercise such as this could prove timely and the analysis could be done in Canada, perhaps by a team of volunteers to save costs. This needs further discussion with OCOD-CTTP's two Assessment Consultants.

4.11(c) Formatting Consistency

1. It is envisaged that this process will take place in the Regional Office by the Word Processors. It will be based on the formatting manual currently being developed and listed as an **Appendix VII** to this report.

2. Perhaps the OCOD Head Office Staff could assist with this process during the July/August period depending on the workload and the progress of the Word Processors in the Regional Office once they complete the production of modules and depending on their dates for leave.

4.11(d) Copyright Editors

1. This, too, will affect the revisions process but can be handled in-house by our Copyright Editor.

4.11(e) Racism/Classism/Sexism

1. When designing this project, we felt that as well as constantly focusing on the Learner, we should be diligent in attempting to eliminate anything that could be seen as relating to these three contentious issues. All of our reports to CIDA must include a gender breakdown as we continue in Canada as a part of the United Nations to concern ourselves with 'Women In Development'.

2. The Student Supports Consultant was asked by the Executive Director and Project Coordinator to edit all Social Studies and English modules with an eye to racist, classist or sexist comments. So far, she has completed modules 1-5 in both subject areas as one assignment, and 6-10 in both subject areas as a second assignment. It is now time to send her the remaining 13 modules in English and the remaining 23 modules in Social Studies.

3. I have hesitated to do this due to current financial concerns. However, it remains, an important unfinished exercise.

4.11(f) Language/Readability

1. Editing modules for this very important topic has been continuous since the First Writers' Workshop which involved our Communications Consultant. Most of the Writers were diligent in making their writing reader friendly. A sample of such writing for an Integrated Science module introduction is illustrated as Table 10 on the next page.

2. Since February, 1990, when our In-House Editor began working part-time as a Proofreader, she was quick to incorporate the style as outlined by the Training Consultant.

INTEGRATED SCIENCE - MODULE 22

INTRODUCTION

What is coordination? Let me give you a simple example. Have you ever seen an old fashioned 'Cuckoo clock'? These clocks fascinate me! On each hour, a little door at the top of the clock opens, out pops a little bird that sings a little song. Then, bang - the little doors close and the bird disappears from view. At half past the hour, out it pops again, this time to sing half of its song. It disappears again to return precisely on the next hour. Everything happens in the right amount, in the correct order and at the correct time. This is coordination. It brings all the separate activities into a harmonious whole.

All the activities taking place in living things are coordinated so that the organism functions as one. How this happens is the subject of our module. It is really quite fascinating. We will see that coordination features in the lives not only of human beings but also in simple organisms and plants.

Let's not delay too long as there are many exciting things to learn in this module.

WHAT ARE OUR GOALS?

In this Module, we want to:

- understand the concept of coordination.
- realise that life processes are in coordination to bring about coordinated responses.
- understand the mechanisms by which coordination is brought about in both animals and plants.
- realise the importance of coordination in the life of human beings.

WHAT DO WE NEED TO START THE MODULE?

(A) Materials:

There are hardly any practical activities in this module. The activities are mainly pencil and paper exercises. However, you will need a torch and a partner for a brief moment in Lesson 02.

(B) Pre-requisite Knowledge:

To really appreciate the first lesson in the Module, you need to understand the processes which living things carry out to stay alive. These include processes like Respiration (Module 6), Excretion (Module 23) and Nutrition (Module 7). It will be a good idea just to refresh your memory about the meaning of these processes by referring to the modules mentioned above.

HOW DO WE PROCEED?

In a coordinated way of course. You must begin at the beginning! You see, Lesson 01 establishes the idea of coordination, and its importance. The other lessons go into detail about how coordination is brought about. You should do Lessons 02, 03 and 04 in that order. Lesson 05 may be done at anytime after you have done Lesson 01.

TIPS

The lessons in the Module are all very 'heady'. You have to imagine a lot of what is going on. To help you to think through all the information, I have included lots of diagrams. As you read, it is a good idea to keep referring to the diagrams. Picture the action being described actually happening in the organism.

So now I guess we are ready to start. How much time do you have today? Just enough for Lesson 1? Let's see what it is all about!

Table 10: A Sample of Reader Friendly Writing

3. By the summer of 1990, we began assessing the initial drafts for readability, knowing that such an assessment was crucial to the success of our Learners. Many of them speak a French-based (St. Lucia and Dominica) or an English-based (St. Vincent) creole as their first language. The modules, therefore, must be pitched at an appropriate reading level.

4. In 1991, after exploring readability processes used by various educators, we decided to use a computer programme entitled Right/Writer which measures an approximate grade level for each of the modules. Anything falling into the range from 6-9 is considered appropriate for business, so we decided that anything falling within the range 3-10 should be appropriate for our Learners who are studying academic subjects with their own sets of terms and jargon.

5. The Readability Consultant returned to St. Lucia in July, 1991 and taught one of our Word Processors how to use this particular software programme. Her report and four course summary sheets from Ms Poyotte's report are appended as **Appendix X.**

6. Our Word Processor has been consistently working on all the modules and, so far, has completed a readability summary for each lesson of each module in three of the four courses. This will prove very useful to the personnel involved in the Revisions Workshop.

7. For example, according to the English readability chart, the averages show that there is little need for clarity revisions. In Science, we might want to have a look again at Module 26 and we definitely need to do some re-writing on Module 36, the school-based assessment handout. It is interesting to note that this is the only module written by the Content Editors. Both are accomplished authors. One is a teacher, the other a university professor, but the level is pitched rather high in comparison to the other modules in the course.

8. In Social Studies, there are eight modules so far which we need to look at again, especially Modules 9 and 21. It will be interesting to trace their histories and find out why they rated so high in relation to the others.

9. The Maths will be more difficult to assess and may not be as revealing as the others, but the process continues in the Regional Office.

10. We might need to consult the Readability Consultant again, but this can be done in Canada and at little or no cost as she is a very willing and much appreciated volunteer, who would be happy to continue to assist with the project if needed.

4.12 Audio Supports

4.12(a) When we envisaged this project, we decided that it would be print-based, but audio-supported. By September, 1990, it was obvious that we were so far behind in getting our modules produced that any supplementary materials would have to wait.

4.12(b) When our Communications Consultant was in the region in August, 1990 to check on the feasibility of producing audio tapes in the three countries, she too spent most of her time encouraging Writers to persist in meeting revised deadlines. She was able, however, to meet with local radio station managers to find out what resources were available for producing audio tapes.

At that time she also met with Writers interested in becoming involved with audio production. Some Writers had also identified topics where audio tapes might assist the Learners.

4.12(c)

1. Since September, 1990, the inclusion of audio tapes for the project was put in abeyance until the modules in print-based format have been completed. The question now is would we continue with the development of supporting audio tapes as a part of Phase I of the project? If so, we should begin the process now (May, 1992 till March, 1993) and continue as a part of Phase II. This would allow some initial production to be going on as the modules are revised. Depending on the number of support tapes identified, we could perhaps complete one copy of the master tapes in one year.

2. It is interesting to note that while the Salasan Report does not mention or cost out production of audio tapes, the Miller Report does. It is my view that we examine this suggestion further with the Communications Consultant, cost it out and wait until after the cost breakdown of the modules have been completed. This process could then be included as a part of the production process for Phase II of the project.

4.13 Hurdles Overcome and Recommendations Given

4.13(a) The many appendices and references to the 12 sections of this part of the report aptly outline the many problems encountered and highlight various recommendations given.

4.13(b) At this point, the Course Development and Field Testing of OCOD-CTTP modules are approximately one year behind schedule. The process has taken much longer than originally anticipated. Nonetheless, we have gained valuable time by enlisting willing workers to step up the pace of production. Extension of the Field Test by six months from June, 1992 to include January, 1993 with the end of funding being slated as March 31, 1993, has allowed us some breathing space to continue the monitoring of the Field Test, the revision of modules and preparation for the final Revisions Workshops and printing as out lined in the Salasan Report.

SECTION V: THE FIELD-TESTING PROCESS

5.1 Training for a New Way of Learning

5.1(a) Education has always been seen as a very valuable tool for upward mobility especially in the Caribbean, where it is measured regionally by standardized test scores related primarily to content retention. The fact that the Regional Examination (CXC) is now more culturally focused on West Indian Society than in the recent past has not changed this attitude. Even today, Form V teachers are expected not only to predict how many CXC passes their students will achieve, but also at what grade level they will be obtained. This practice puts a great deal of stress on both the student and the teacher.

5.1(b) In countries with limited educational resources, the excessively high cost of textbooks and large families attempting to send all of their children to school for as long as possible, the focus of education seems much more on a didactic approach in an oral tradition. Miller puts the case well on page 151 of his study when he says, "...that Caribbean society requires personal relationship as a basis for meaningful exchange." The power of these words and many other recommendations that were made in Chapter 4 of his report were taken into consideration when designing the CTTP Project.

5.1(c) We knew that we must orient Adult Learners in adult education and distance education strategies. We knew that face-to-face sessions would be more valuable than telephone tutoring. We knew of the potential value of audio tapes as a course supplement. We also knew that, initially, the Learners would need assistance in study skills, test-taking strategies and time and stress management. What we did not know was to what extent this would be the case.

5.1(d) What we are finding now, that many of the Learners have been working on their modules for one year, is that they are much more dependent on their Marker/Tutors and Country Coordinators than even we had envisaged. This is especially the case with time and stress management. It became obvious when attending Marker/Tutor gatherings that the role of "Councellor" was becoming just as important as the role of "Marker". Sometimes, it seemed as if the Country Coordinators and Marker/Tutors were doing just as much academic and personal counselling as they were marking End of Module Tests and providing written feedback to Learners.

5.1(e) At first, we thought that we would be able to have the whole course ready and sent out to the Learners to individually pace themselves. As it became obvious that the Materials Production part of Phase I took

longer than planned, we decided to send the modules out in thirds. This has been a helpful process because the Learners appreciate receiving two or three modules at a time from their Marker/Tutors, and it allows the Production Staff more time to complete them. Nonetheless, the Learners are having difficulty in pacing their studies and constantly need to be reminded by the Marker/Tutors about deadline dates if they are to reach their goal of writing their CXC Exam in June, 1992 (all subjects) or in January, 1993 (in Maths and English). Just as the Writers, who were teachers, had difficulty meeting assigned deadlines, so too, did the Learners who were also teachers. Scheduling time as a commodity seems to remain an alien concept in many parts of the world.

5.2 Selection of Learners for the CTTP Field Test

5.2(a) Learners for the field-testing of the CTTP modules were selected from the target group of unqualified teachers. The decision of target groups was made by the Ministers of Education in 1988. Learner qualities sought included those based on:

- academic excellence (those most close to entry to the colleges)
- number of years with the teaching service
- geographic location in the country
- age (should be 21 or older)
- gender (female should be appropriately represented).

5.2(b) Country Coordinators, the Student Supports Consultant and the Project Coordinator put the finishing touches to the selection process at the Regional Country Coordinator Training Conference in July, 1990. Given the criteria reinforced at this meeting, the Country Coordinators were in charge of the recruitment process which differed from island to island depending upon local conditions.

5.2(c) As it turned out, all three islands used the same criteria but went about the recruitment differently. In 1986-87 in St. Vincent, there were 718 reported untrained teachers. The Country Coordinator, Ministry Statistician, and Chairperson of the National Advisory Committee (and former Chief Education Officer) went through a computerized list provided by the Ministry and identified an initial group with three CXC 0-level passes. Then, based on the subjects, numbers and grades, a priorised list was made by the Chairperson, a Ministry official, a Union official and the Principal of the Teachers' College. Names from the lists were then compared. Most names, in most cases, were the same from list to list, thus saving time in the interview process. The National Advisory Committee thus was very involved in the recruiting process.

5.2(d) In Dominica and St. Lucia, people who would eventually be touching the lives of the Learners were also involved in recruitment and selection. While both Country Coordinators worked through their most cooperative Ministries of Education, OCOD Head Office also used their computer storage expertise to send registration forms from past Summer Workshops. The Executive Director worked on such a list in January, 1990 and was able to provide valuable information to Ministries who were just in the process of computer storage of their records.

5.2(e) In St. Lucia, the National Advisory Committee and other Ministry officials interviewed the initial Learners recruited to the project. According to the Miller Report, approximately 12% of the teaching service in 1986-87 were untrained primary school teachers without the required academic qualifications for their colleges. Recent information shows that this number has actually increased in 1991 to 19% or 220 young teachers.

5.2(f) Dominica claimed to have 298 unqualified assistant teachers in 1986-87. Today, although the titles appear to have changed, there are approximately 212 permanently appointed unqualified teachers and 153 temporary teachers for a potential target group of 365. CTTP Learners in Dominica were also selected in May/June, 1990 with the help of the Country Coordinator, a Representative from the Ministry of Education, one CTTP Writer and Teachers' College Representative and the Country Coordinator. An interview process was conducted and recommendations were made based on the criteria mentioned previously.

5.2(g) By July, 1990, 120 Learners were recruited and selected to participate in the CTTP Field Test of the courses. There were 48 Learners in St. Lucia taking all four, 36 Learners in St. Vincent taking English, Math and Integrated Science, and 36 Learners in Dominica taking English, Math and Social Studies. Governments in the latter two countries found it impossible to support the Marker/Tutor fees for the fourth course, therefore, only the three were to be field tested.

5.3 Learner Characteristics

5.3(a) Learners in the CTTP fit the characteristics outlined in Miller's Report on page 118. Many just need one or two courses to qualify for entry to Teachers' College. Most are High School Learners and the majority are women. Only 37% had from 5-9 years of teaching experience, whereas 38% had from 0-4 years of teaching experience. See **Appendix XI** - Profile of CTTP Learners done in August, 1990. This report, written at the beginning of the Field Test, outlines characteristics of the Learners initially recruited and problems in the Field-Testing Phase for discussion at the initial Marker/Tutor Workshop held in August, 1990.

5.3(b) When designing this project, we had hoped to complete the modules, and "try" them out on a given non-random sample; see how well they did, find out where they went wrong and fix the materials accordingly. While this looked good in theory, it did not work out this way in practice as we were using real people who were receiving real, albeit experimental, tuition.

What this means when discussing Learner characteristics is that these characteristics changed over time as the Learners, too, changed over time. A new report showing Learners' characteristics is currently being prepared in the Regional Office.

The Ministries wanted us to recruit those people most close to entry to Teachers' Colleges. All the Learners were Adult Learners who could take CXC Exams on their own as private candidates, so if a Learner passed the required exams for entry on his/her own then he/she sometimes left the programme. Some Learners, therefore, left the CTTP in October, 1990; February, 1991, and October, 1991. These dates correspond to the months when CXC Examination grades come out. Still others could leave by the end of February, 1992.

5.3(c) Marker/Tutors and Country Coordinators continued to orient new Learners to the CTTP as new people joined the programme. We managed to keep our Learner count at or near the 120 mark throughout the testing phase without jeopardising Learner chances of success in the exams based on the time needed to complete the course. Table 11 shows the original number of Learners recruited into the CTTP regionally as compared to Table 12 which shows Learner registration over one year later (October, 1991).

SUBJECT	DOMINICA	ST. LUCIA	ST. VINCENT	TOTAL
Mathematics	12	12	12	36
English	12	12	12	36
Social Studies	12	12	0	24
Integrated Science	0	12	12	24
TOTAL	36	48	36	120

Table 11: Registration by Subject and Country in OCOD-CTTP Field-Test, July 1990.

SUBJECT	DOMINICA	ST. LUCIA	ST. VINCENT	TOTAL
Mathematics	12	13	13	38
English	9	17	12	38
Social Studies	12	14	0	26
Integrated Science	0	7	12	19
TOTAL	33	51	37	121

Table 12: Registration by Subject and Country in OCOD-CTTP Field-Test, October, 1991.

5.3(d) The discrepancies in the two Tables are rather illuminating and are currently being studied in more depth in the Regional Office now that CXC registration has taken place, the computers in the local offices have been repaired and the Country Coordinators are entering data from both their active and in-active Learner files.

5.3(e) Some pertinent points to note when comparing these two regional Tables are as follows:

1. Due to a lack of funds, the Ministries in St. Vincent and Dominica were unable to count the fourth course, hence the 0 in Social Studies and Integrated Science.

2. Grenada was not included in the Field Test, as was originally planned, primarily due to a lack of enough suitable applicants to the positions of Country Coordinators and Marker/Tutors and the election taking place in the country when the project was ready to be put in place.

3. The Learners who dropped out in Integrated Science were not replaced due to the school-based assessment component of the programme.

4. The numbers are higher in Math and English because Learners not ready by June, 1992 could opt to take their exam in January, 1993.

5. The numbers are higher in St. Lucia as more of the newly recruited Learners are recent School Leavers who just completed their CXC Exams but obtained a Level III pass rather than a Level I or II which are the entry requirements. It was felt that they would not take as long to complete a course they had already done as some of those in our traditional target group.

6. The actual number of Learners in the project in October, 1991 was 116 people in 121 places as there are five teachers in St. Lucia who are following two courses rather than only one.

5.3(f) Based on feedback received in the last three weeks, the total number of Learners, including those on our in-active files, are recorded in Table 13 below.

SUBJECT	DOMINICA	ST. LUCIA	ST. VINCENT	TOTAL
Mathematics	15	22	18	55
English	15	24	17	56
Social Studies	16	21	0	37
Integrated Science	0	17	13	30
TOTAL	46	84	48	178

Table 13: Active and Inactive CTTP Learners Providing Feedback to the Content of the Modules.

This means that a total of 178 rather than 120 young untrained teachers have already used OCOD-CTTP's modules to enhance their career growth. Yet OCOD has maintained its workload of 120 Learners at a time and still is field testing material - a win/win situation for all concerned but one which plays havoc with an emerging computerised record-keeping system.

5.3(g) What happened to the 58 Learners? The answer to this question is currently being worked on by the Country Coordinators, Marker/Tutors and myself in the region. So far, the major reasons identified have been as follows:

- passed CXC Exams; now qualified for entry to TTC
- passed CXC Exams; now already studying at TTC
- sent abroad on government scholarship
- emigrated elsewhere
- resigned from teaching
- religious reasons - could not attend face-to-face sessions.
- family problems (death in the family, illness)
- transfer to another CTTP subject
- too many other committments, therefore, unable to give required amount of time
- no reason recorded/given

5.3(h) Other CTTP Learner characteristics will be recorded in future based on the profiles of the untrained teacher as envisaged by the Module Drafters, OCOD Summer Workshop Programme, Coordinators and the Writers and Content Editors. Personal interviews conducted by both the Student Supports Consultant and the Project Coordinator during the Learner Workshops in both 1990 and 1991 should give us an interesting and in-depth picture of the target group.

5.4 Learner Progress

5.4(a) Based on monthly Marker/Tutor face-to-face sessions with the Learners and monthly reports submitted by the Country Coordinators, we are able to keep track of Learner progress, identify and rectify problems and collect necessary feedback fairly easily.

5.4(b) **Appendix XII** contains samples of various forms used to chart progress in the field.

- Sample I — shows the envisaged CTTP field process
- Sample II — an example of the EMT record-keeping form kept by Learners, Marker/Tutors and Country Coordinator
- Sample III — telephone tutoring revised form
- Sample IV — End of Module Test cover page/marking form
- Sample V — the January report from one Marker/Tutor in St. Lucia to his Country Coordinator showing his Learners' progress to the end of January, 1992, which EMT's he corrected during the month, what topics were taught in his monthly face-to-face session and a blank form which all Marker/Tutors must complete for expense purposes.
- Sample VI — A blank form showing a synopsis of monthly activities completed by the Country Coordinator, the actual percentage scores obtained on all EMT's by the Dominica Learners to January 31, 1992, the calculated module turnaround times for both the Dominica Learners and Marker/Tutors, and a blank form which the Country Coordinators submit to the Office Manager detailing their monthly expenses.

5.4(c) Learner progress remains slow, nonetheless, 103 Learners have registered themselves or have been registered to write their CXC Exams in June, 1992 and a further 16 have opted to write either their English or their Math in January, 1993. See Table 14 attached.

January 31, 1992

1. June 1992

	ENGLISH		MATHS		IS		SS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	
ST. LUCIA	2	15	3	8	1	6	0	12	47
DOMINICA	3	2	3	8	-	-	0	9	25
ST. VINCENT & GRENADINES	6	6	2	7	4	8	-	-	33
REGIONAL SUB TOTALS	11	24	5	23	5	14	0	21	-
SUBJECT TOTALS	35		28		19		21		103

2. January 1993

	ENGLISH		MATH		TOTALS
	Male	Female	Male	Female	
ST. LUCIA	0	1	0	2	3
DOMINICA	2	3	1	3	9
ST. VINCENT THE GRENADINES	0	0	0	4	4
SUBJECT TOTALS	2	4	1	9	16

Table 14: CXC Registration of OCOD-CTTP Learners

5.5 Learner Support

5.5(a) On-going support for the Learners is provided by the Marker/Tutors, Country Coordinators and Project Coordinator. Encouraging comments and a fair assessment of the content written in assignments and on End of Module Tests are a support. A rapid turn-over time on the part of the Tutor is also a support, as is telephone tutoring, casual meetings and the face-to-face sessions themselves

The initial Learner Orientation and its followup a year later by the Student Supports Consultant has also been highly regarded by Learners, Marker/Tutors and Country Coordinators.

5.5(b) The Introductory Study Booklet for CTTP Learners, the Planning Helps Pacing documents and the CTTP Journals document were all written by the Project Coordinator to assist the Learners while doing the Field Test. These documents are included in this report as **Appendices XIII, XIV** and **XV**, respectively.

The Learner Study Booklet, compiled and written in 1990, is currently under review and needs to be updated based on changes in CXC requirements (especially in Social Studies). This process was begun at the last Marker/Tutor Regional Workshop in August, 1991 and will continue in 1992 so that it could be vetted by Marker/Tutors again at the Revisions Workshop to be held once the costing of the modules, the internal evaluation, and the writing of the CXC Exams in June, 1992 have been completed.

5.5(c) The National Advisory Committees also support the Learners and are very interested in their progress. Not only do they assist the Country Coordinators in obtaining information and support from the Ministries, but some members also drop in at face-to-face sessions, occasionally enquire about Learner progress and give them encouragement. More recently, the National Advisory Committees have been very helpful in giving their expertise and opinions regarding Phase II of the project.

In St. Lucia, the National Advisory Committee has met once per year, September, 1990, June, 1991, and February, 1992. The proposed agenda for the February, 1992 meeting and the minutes are attached as **Appendix XVI** for us to look at as a sample of what was discussed.

Dominica's Committee has met four times: October 22, 1990, March 22, 1991, June 6, 1991 and January 23, 1992. As well as providing valuable feedback on the future of the project, this committee also helped tremendously in improving the attendance at the Learners' Workshop in the summer of 1991.

The St. Vincent National Advisory Committee have met six times since they were established. The dates are as follows: June, 1990, January, 1991, March, 1991, June, 1991, November, 1991 and in January, 1992. When discussing the supports that have been offered the Learners, the Principal of the Teachers' College in Dominica felt that he should do his own study next year of the new recruits because he suspected that their planning skills and study habits might just prove better than his newly beginning non-CTTP Learners.

5.6 Learner Feedback

5.6(a) Feedback from the Learners, in particular, and all those involved in the Field Test, in general, should prove very informative for the future of both the content (the modules) and the process itself (how the modules are used by the Learners).

The modules received by the Learners in February, 1991 were first assessed by the Learners in June in the Country Coordinators' report to the Executive Director covering reporting Period #1 which was February, March, April, 1991. A copy of this report, the revisions form which we used and an analysis of the questionnaire is listed as **Appendix XVII**.

5.6(b) Reporting Period #2 covering work done by the Learners in May, June, July, 1991 saw a change in the questionnaire and after the report was given orally to the CTTP Board Representative, the Executive Director, the Student Supports Consultant and Dr. Miller in St. Lucia in August, 1991, it was decided to use a continuous assessment form which would be attached to all modules being sent to the Learners.

A sample of the form is included on the following pages, while Table 15 shows Learner feedback based on two questionnaires and the module evaluation form to January 31, 1992.

SUBJECT	DOMINICA	ST. LUCIA	ST. VINCENT	TOTAL
Mathematics	106	20	60	186
English	23	63	108	194
Social Studies	52	31	-	83
Integrated Science	-	65	120	185
TOTAL	181	179	288	648

Table 15: Total Number of Modules in CTTP from which Learners Provided Feedback to Jan. 31, 1992

BEST COPY AVAILABLE

CTTP MODULE EVALUATION FORM

Instructions:

Now that you have completed this module and your EMT, please take a few minutes to tell OCOD about the module. Complete this form by either circling the appropriate response or filling in the blank. Send it to you marker/tutor with your EMT.

Today's Date: _____ Your Name: _____

Subject: EN, MA, I/S, S/S Country: STV, STL, DOM.

Module Name: _____ Module No: _____

1. This module was: very easy easy fair difficult.

2. I had to seek help with the following topics:

Topic	Lesson	Page Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. The time I spent doing this module and EMT was _____ hours.

4. I took the allotted time to complete **the lesson** as stated on the objectives page. (Circle one but if your answer is no, fill in the time you took in column C).

	COL. A	COL. B	COL. C
Lesson 1	Yes	No	_____
2	Yes	No	_____
3	Yes	No	_____
4	Yes	No	_____
5	Yes	No	_____
6	Yes	No	_____
7	Yes	No	_____

5. I took the allotted time to complete the End of Module Test as was stated on the test. (Circle one but if your answer is no fill in the time you took in column C).

	COL A	COL B	COL C
E.M.T.	YES	NO	_____

6. I contacted my marker/tuttor to help me with this module, or had him/her contact me. (Circle one).

	Number of contacts				
a) on the phone	1	2	3	4	5+
b) individual face - to - face sessions	1	2	3	4	5+
c) group face - to - face sessions	Yes		No	Not Yet	

7. My marker/tutor's comments on my written work were very helpful, helpful, not clear

8. I enjoyed studing this module Yes No

9. I worked with someone else when completing this module Yes No

10. I am now keeping my journal so that I can provide feed-back to my marker/tutor and /or country co-ordinator if asked about this module Yes No

11. I find that my study habits are improving over time Yes No

12. I am pleased with my progress in this course so far Yes No

13. Other comments I wish to make are included below.

_____
_____
_____
_____
_____
_____
_____
_____

Thank you for helping us monitor both our modules and your progress.

MEF/14/10/91/01

5.6(c) The reports covering Period #3 and Period #4 have yet to be written up in the Regional office. Information gleaned from my most recent field visits is included in this report as is my itinerary listed as **Appendix XVIII** which will form Section I of Field Report #4.

5.6(d) We are currently designing a feedback reporting structure for Learner journals which will no doubt form a qualitative assessment of the project at a later date. Journal topics and the responses to them vary from Learner to Learner, but as you can see from the two entries attached as **Appendix XIX**, we are getting valuable information regarding both the content and the process of this innovative project.

5.6(e) The last piece of Learner feedback we are recording in the Regional Office has to do with Study Strategies used by the Learners. This involves four topics discussed at the Learner Workshops in August, 1991. These include: immediate study environment, resources, personal health and effectiveness and internal mental processing. Results of this study should prove useful when discussing Learner characteristics, tenacity and the introduction of a new way of studying when we evaluate the project.

5.7 Other - Checks and Balances

5.7(a) The Marker/Tutors and Country Coordinators are invaluable to the CTTP Field Test and it is important that their work is noticed and they are not used as scapegoats for "glitches" in the process. A very meticulous contract for Marker/Tutors was drawn up by the Executive Director in consultation with legal advice from the OECS lawyer in St. Lucia. An evaluation form was also designed by the Country Coordinators based on other distance education samples.

5.7(b) Marker/Tutors were evaluated by their Country Coordinators and the Project Coordinator in June, 1991 and their job description was reviewed in August, 1991 at the Marker/Tutor Regional Meeting.

A revised evaluation form was designed at that time with their input and it will be used in 1992 to evaluate their performance. OCOD should not evaluate its employees based on pass rates of their students on a standardised test. A copy of the old form, the Marker/Tutors' job description and the Country Coordinators job description, which also needs updating, is attached as **Appendix XX**.

5.8 Hurdles in the Process

- Learner turnover
- Staff turnover
- Learners' slow pacing
- Learners slow to hand in module evaluation forms
- Telephone tutoring did not work as envisaged
- Computer record-keeping in country offices behind schedule. There was rust from the salt sea air in one of the computers sent to Canada for repair from the Regional Office.
- Reports slow in being sent to Head Office as Module Production is a first priority.

SECTION VI: THE FUTURE OF THE CTTP

6.1 CTTP Within OCOD's Mandate

6.1(a) For the past 20 years, OCOD's mandate in the Caribbean has been to assist Ministries of Education (primarily in OECS countries) with the education of their teachers using an in-service workshop model for two or three weeks in July. In most cases, the model has been teacher-to-teacher, however, for several of those 20 years, OCOD assisted in the education of Trainees or Consultants through the Advanced Regional Programme (ARP). The Organization was also concerned with enhancing the infrastructure of the Dominica Teachers' Training College, one of the few which has a one-year training programme (the Dominica Long-Term Project).

6.1(b) One of the stated problems that OCOD has grappled with for years is that it is not a certificate- or degree-granting institution. While a teacher may receive the equivalent of a university course in a particular subject over a three-year period, there is no formal recognition of this within the system (pay benefits, promotion, etc.). Nonetheless, many teachers who attend the Summer Workshops are untrained elementary school teachers who appreciate and use the content and process in their classrooms.

6.1(c) The Comprehensive Teacher Training Programme enhances the pedagogical skills that these young teachers receive in the Summer Workshops by assisting them with the academic upgrading that they require to write their CXC Exams in the four core subject areas, obtain a Level I or II pass, be admitted to their local Teachers' College and become certified teachers who can then seek entry to a university for a degree.

6.1(d) Of the 1,093 teachers in government primary schools in St. Vincent, 738 of them are untrained/unqualified teachers. This represented 67.5% of the entire teaching force in 1990-91. In Dominica, 365 of the 623 primary school teachers are untrained. This represents 58.5% of the total teaching force for primary schools in 1990-91. In St. Lucia, where only 39% of teachers in primary schools are untrained, according to government statistics for 1990-91, this still leaves the country with 220 people seeking entry to the Teachers' College. This leaves the future of the CTTP with a <u>minimum</u> potential target group of 1,323 people who could become CTTP Learners, and 88 people who could be trained as Marker/Tutors (ratio of 15:1).

6.1(e) With careful planning from 1993-96 these 1,000 young teachers could become part of the OCOD Summer Workshop Programme where two weeks could be spent in academic upgrading based on the content of their modules. The regular Summer Workshop would then be able to focus on the trained primary school teachers and the secondary school teachers who really do need in-service education in a variety of subject areas, but often get left out due to the priority needs of so many untrained teachers. Workshops in the enhancement of pedagogical skills are also needed for the untrained teachers and these could also be a focus during that time (one week face-to-face upgrading; two weeks in-service).

6.1(f) Table 16 below illustrates how the CTTP fits into the general OCOD mandate.

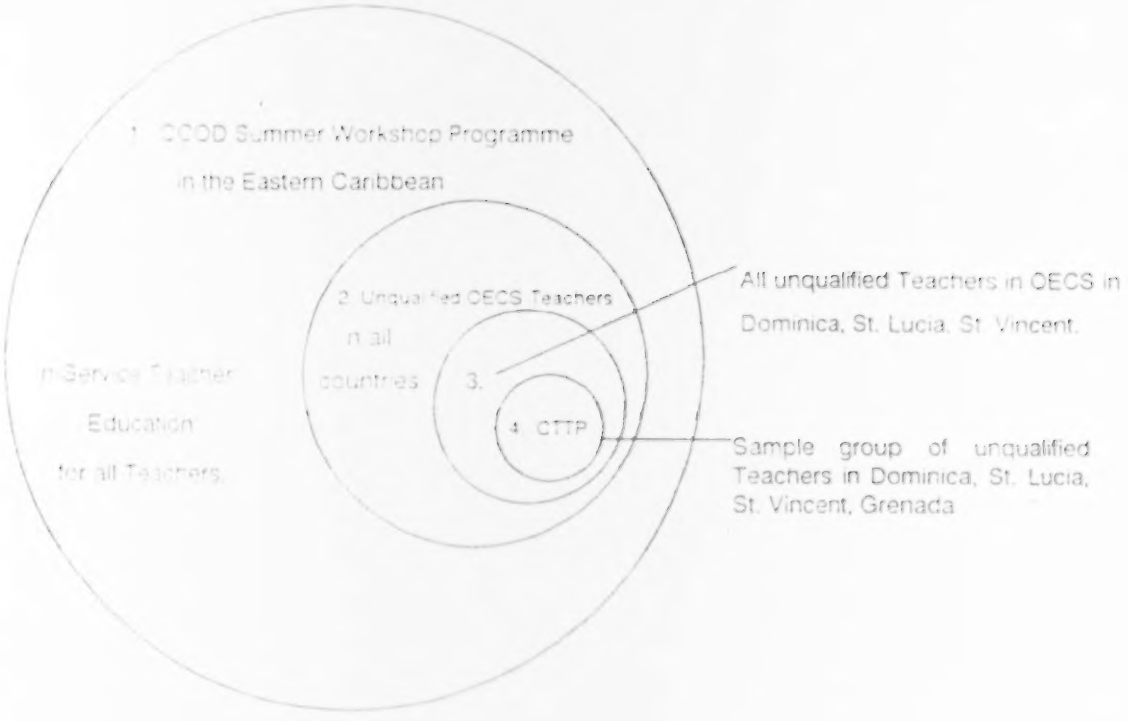


Table 16: The CTTP Within the OCOD Structure.

6.2 The Timelines for OCOD-CTTP - The Miller Report

6.2(a) Miller saw this project taking 5 years, but then he combined Phase I and Phase II of the project in his feasability study. Pages i-vi outline a time frame and expected outcomes very clearly. His projected events in his timetable for the first 2.5 years of the project as outlined on pages 166-174 are also a helpful guide for future planning.

While OCOD adhered to the majority of his recommendations and ensured that these were included in the Salasan Report, many of Miller's recommended staff positions were amalgamated or filled by volunteers or short-term consultants who had experience both with programme and project evaluation and an intimate familiarity with CXC.

With the exception of the production of audio tapes which the Executive Director put on hold until the print-based material was out, most of the recommendations listed from 1-36fs have been completed. Some of the last 10 have already begun.

6.3 The Salasan Report

6.3(a) According to the initial project, the modules should have all been produced and field-tested by September, 1991. They should have been revised and ready for printing by March 31, 1992.

6.3(b) Extension of Phase I of the project was approved for one year until the end of March, 1993. **Appendix XXI** outlines the events in the process as found in the Salasan Report. Some of these events have become concurrent rather than sequential.

6.3(c) For example, in the Course Development Section 1.1, Drafting the Modules, all of these events have taken place except for the completion of #8 which is anticipated will take until April 1, 1993.

6.3(d) Section 1.2, The Field Testing, has been completed from 1-8. Numbers 9 and 10 are currently in progress and will be completed prior to October, 1992.

6.3(e) Section 1.3 lists 12 events which are either ongoing or projected. These are currently being worked on.

6.4 Proposed OCOD-CTTP Timelines

6.4(a) **Appendix XXII** is a discussion paper showing suggested timelines for the rest of the Field Test and a draft for Phase II. As with other OCOD plans, the importance of seeking and heeding advice from people in the region is paramount.

6.4(b) In January, 1992, I interviewed most of the Learners, all of the Country Coordinators, most of the Marker/Tutors, all of the National Advisory Committee members, the members of the Regional Office Management Committee and one of the Writers and Content Editors connected with the CTTP.

When paying a courtesy call on the Ministers of Education, I was also able to discuss our project with Ministry Officials; the Acting CEO in St. Vincent, the Acting CEO in St. Lucia and the Minister of Education in Dominica. I have an appointment to meet with the Minister in St. Lucia later this month.

6.4(c) During the life of the project so far, some questions have arisen regarding the CTTP as it expands. My four questions were based on expansion by place, target group, subject and cost assuming that the internal evaluation of the project will be a positive one.

6.4(d) Responses From Learners

1. **Appendix XXIII** includes responses from Learners in the three field-testing countries, both on the future of the CTTP and evaluation comments on the CTTP so far. Sample 1 are notes taken by the Country Coordinator at the English group's face-to-face session held in St. Vincent on January 16, 1992 whereas Sample 2 are the results of discussions held amongst the untrained teachers from the Maths and Integrated Science groups who met on January 18, 1992.

2. Sample 3 is a condensed report on the future of the CTTP based on the Learner Workshops on January 25, 1992 in St. Lucia. This report, written by the Country Coordinator also includes an update on Learner characteristics. Sample 4 are actual notes recorded by Learners at the session.

3. Sample 5 highlights what the Learners in Dominica think about future directions of the CTTP.

6.4(e) Responses from Marker/Tutors

1. **Appendix XXIV** are notes based on discussions with the Marker/Tutors in St. Lucia and Dominica. The St. Vincent notes will be included with the February Activity Report from that country.

6.5(f) Responses from Others

1. Notes regarding the responses from the Ministry of Education in Dominica, the Acting Chief Education Officer in St. Vincent, the St. Lucia Advisory Board, the Content Editor in Math and the OCOD Regional Office Management Committee make up **Appendix XXV**. Comments made by all of these people are gratefully appreciated and could take us well beyond 1996 regarding the future of the CTTP even after a Phase II.

6.6 Summary

Based on the Miller Report, the Salasan Report, discussions with the Executive Director of OCOD and results from the various recent interviews, it becomes obvious that a cost analysis of all the modules and an internal evaluation of the project must begin quickly.

It looks as if we should continue with implementing events outlined in both the Salasan Report and the Miller Report until April, 1993, but design a linking or overlapping phase between Phase I and Phase II. This would allow our current Learners to begin study of another course between October, 1992 and June, 1993 while we revised the modules, trained new Marker/Tutors and had CIDA conduct the Summative Evaluation. If this report was negative, then we need not continue and Caribbean governments would seek other funding to continue this innovative project. Already at least one publishing house in the Caribbean has shown an interest in taking over the CTTP if OCOD can no longer manage it.

I see no reason why this should be the case and I believe that, not only should we expand the project to complete Phase II, but we should also think of what OCOD could do to assist education in the Caribbean beyond 1996 using a Distance Education Model.

It seems as if we should continue at this time to work only with teachers in the three Field-Test countries, but expand to Grenada in Phase II as this was the original plan. We should spend our time perfecting the modules, seeking to own the copyright for them and developing audio tapes to supplement them rather than beginning the writing process again with new subjects. Based on the cost of each one, we should seek to have Ministries become more involved in subsidising their teachers' tuition, but put the onus on the Learners to supply their own texts, transportation and snacks at face-to-face sessions. If economies of scale do reduce the cost of printing, should we make the modules available to other groups at cost, thus having others subsidise the teachers? This is also an important question for consideration.

SECTION VII: RECOMMENDATIONS

This conclusion lists a summary of recommendations made throughout the report. These are as follows:

1. We continue to use a Learner focus in future OCOD-CTTP developments. **PAGE 6**

2. We continue to emphasise training of all future participants wherever possible using former participants in the CTTP. **PAGE 6**

3. We continue to house the Regional Office at The Villa in Castries now that the electrical problems have been solved. **PAGE 8**

4. We upgrade all the computer memories in the Regional Office so that they can make use of the scanners as well as the desk-top publishing programme thus making revisions easier. **PAGE 8**

5. We have a training workshop for Content Editors if we decide to begin writing new courses in the near or distant future. **PAGE 10**

6. We continue to use the OCOD Staff from Winnipeg, if needed, in the July/August period thus allowing the St. Lucian Staff time to take their annual leave without slowing down production. **PAGE 12**

7. Any further training of Writers or Script Writers be preceded by a resource gathering period. **PAGE 12**

8. Training of Country Coordinators be continued as in Phase I; especially in the use of computer for record-keeping and counselling the Learners. **PAGE 13**

9. The position of Country Coordinator be upgraded to a full-time rather than part-time position and the salary be reviewed in future. **PAGE 14**

10. Marker/Tutors be recruited, interviewed and trained following the same guidelines as Phase I. **PAGE 14**

11. We continue monthly face-to-face sessions and, where possible, recruit two Learners from the same school doing the same subject so that they can reinforce each other. **PAGE 16**

12. We continue with an intensive Learner Orientation. **PAGE 16**

13. Marker/Tutors continue to keep meticulous records and plan all face-to-face sessions on OCOD planning sheets. **PAGE 17**

14. We recruit Learners based on the fact that they must find 10 hours per week to spend on their lessons before they are recruited and regularly attend face-to-face sessions. **PAGE 17**

15. The Regional Office Management Committee now establish a Regional Advisory Committee for the CTTP, the composition of which would include: a) the Chairperson of all three National Advisory Committees, b) the Chairperson of the Office Management Committee, c) the Project Coordinator (ex-officio), d) the OCOD Executive Director, e) one representative each from CIDA, CXC, UWI Cave Hill Faculty of Education and the OECS Secretariat. Eleven total Memberships. **PAGE 23**

16. OCOD continue to establish a Library in the Regional Office by collecting sets of texts in the content of the four subject areas that can then be distributed to local offices for reference by new Marker/Tutors. **PAGE 24**

17. The audio tapes be scripted and produced between April, 1992 and April, 1993 with the assistance of OCOD-CTTP's Communication Consultant. **PAGE 24**

18. We continue to have the modules edited for racism, classism and sexism between April 1, 1992 and September 1, 1992. **PAGE 24**

19. Dr. Sharman continue her direct involvement with the CTTP, both for the rest of Phase I and into Phase II either as interim Executive Director of OCOD until the end of the academic year 1993 or as CTTP Board Representative until April 1, 1993. **PAGE 27**

20. That problems encountered with the governance of OCOD since October, 1991 be resolved within the Constitutional structure and By-Laws of the Organization with input from the region in which OCOD serves. **PAGE 27**

21. That the Regional Management Committee play a greater role in setting the terms of reference for the impending internal evaluation of the CTTP, preparing the funding submission for Phase II of the project to CIDA and liaising with the regional founding bodies of the CTTP (Ministers of Education, CXC, OECS, UWI, UN/CARNEID) CTAP, the CIDA Textbook Project COL, etc.). **PAGE 27**

22. That the full-time Office Staff continue their excellent work for OCOD after all the modules have been sent to the Learners. There is still much work to be done - monitoring the field process, revising the modules based on feedback received and working on audio-tape production and all that it entails. **PAGE 27**

23. That the Internal Auditor for the Regional Office, whose services we used in 1990, be asked to conduct the costing of the modules in the CTTP with the assistance of both Office Managers and under the direction of Mr. Theophilus, prior to June 30, 1992. **PAGE 26**

24. That outside Editors begin their evaluation of the modules between March and August, 1992. The Project Coordinator will establish professional terms of reference and the two Office Managers will determine expenses subject to the approval of the Acting or Interim Executive Director. **PAGE 27**

25. That copyright be sought in Canada and the Caribbean for the OCOD modules. This task should be done prior to July, 1992 by the Project Coordinator and Acting Executive Director. **PAGE 36**

26. That the assessment Training Consultant for the CTTP examine the modules with a team of Canadian volunteer colleagues for the way in which the objective pages, End of Module Tests and the Checkpoints have been written and answered in all four courses. This task should be completed between March and October, 1992. **PAGE 39**

27. That the Office Staff in Canada begin looking at consistency of formatting within each course and advise the Regional Office regarding appropriate changes. Depending upon how this process goes, they could spend four weeks in the July/August, 1992 period assisting with those changes. **PAGE 39**

28. The Student Supports Consultant continue her editing of the English and Social Studies courses for racist, classist or sexist writing. **PAGE 40**

29. We continue the readability computer assessment of modules in the CTTP and the Project Coordinator complete the other assessments outlined in the readability report. **PAGE 42**

30. We reactivate the audio tape supports for the CTTP with the assistance of the Project Coordinator, Audio Supports Consultant and Dr. Sharman. **PAGE 43**

31. We schedule the Revisions Workshop for October, 1993. People to attend would be the Content Editors, some Writers/Re-Writers, the Regional Office Proofreader, the Project Coordinator, the Marker/Tutors and perhaps some of the Specialist Consultants. **PAGE 44**

32. Recruitment guidelines for the implementation phase follow similar guidelines as during the Field-Testing Phase for if we do not get motivated Learners, the dropout rate will be very high. No new Learners to begin until October, 1993 but Learner Orientation to take place during the OCOD Summer Workshops of 1993. **PAGE 46**

33. Could we consider having registered Learners from Phase I continue in the programme by taking another course between June, 1992 and June, 1993 as we wait for evaluation results and revisions to be completed? **APPENDIX XXII**

34. The Learner Handbook be rewritten prior to any new intake of Learners to reflect recent changes in CXC (especially in Social Studies). **PAGE 54**

35. Marker/Tutor contracts be reviewed and updated before any new recruitment is done. **PAGE 58**

36. Regional Office leave the fans on in the computers when not in use to see if this will counteract the rust problems. **PAGE 59**